

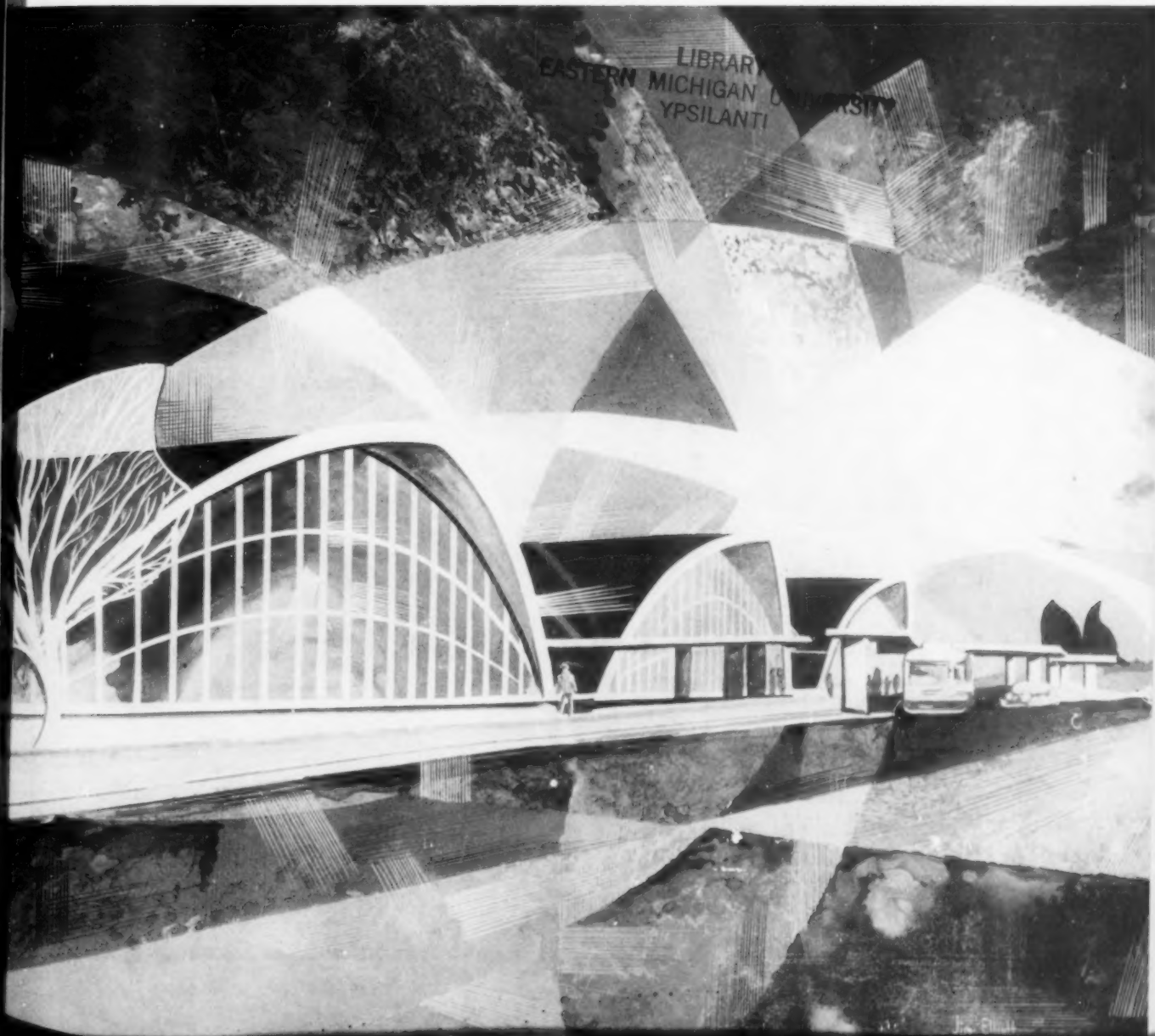
APRIL 1959

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School Legislation

Bunker Hill to Open May 1

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	1959 Summer Quarter Opens	1959 Fall Quarter Opens
The Southeast Missouri State College President Mark F. Scully Cape Girardeau	June 4	September 7 (Semester Basis)
The Central Missouri State College President Warren C. Lovinger Warrensburg	June 8 (First Session)	August 3 (Second Session) September 8
The Southwest Missouri State College President Roy Ellis Springfield	June 2	September 8
The Northwest Missouri State College President J. W. Jones Maryville	June 9	September 8 (Semester Basis)
The Northeast Missouri State Teachers College President Walter H. Ryle Kirksville	June 8	September 8

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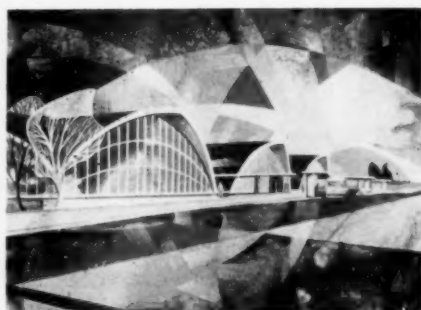
INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLV, NO. 8

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THE COVER

Jim Elliott, art teacher, Cleveland High School, St. Louis, did this tempera painting of "The Airport." It is a semi-abstract following the modern lines found in this beautiful building.

Send all Contributions to the Editor

General Officers: C. H. Lindemeyer, President, Kirkwood; John E. Evans, 1st V.-Pres., Kansas City; Grace Gardner, 2nd V.-Pres., Springfield; Phillip Greer, 3rd V.-Pres., Berkeley; Everett Keith, Columbia, Sec.-Treas.; Inks Franklin, Columbia, Asst. Ex. Sec., Editor, School and Community; Gordon Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

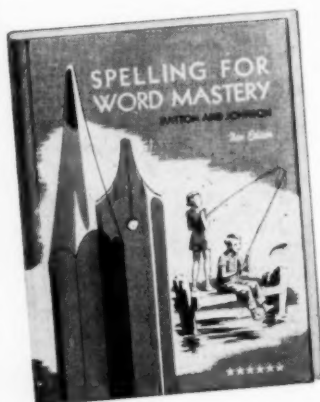
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Published monthly Sept. thru May at Columbia, Mo., by Missouri State Teachers Association. Entered as Second Class matter, Oct. 29, 1915, Postoffice at Columbia, Mo., under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103, Act of Oct. 3, 1917; authorized May 17, 1921. Annual membership dues \$4.00. Subscription to non-members, \$2.00 a year.

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NEW SCIENCE BOOKS

"Star '58 Abstracts" is a new publication of the National Science Teachers Association listing outstanding books on science. The booklet offers abstracts of 369 entries in the 1957-58 Science Teacher Achievement Recognition Program, administered under a grant from the U. S. National Cancer Institute.

Price of the booklet is \$1, and can be obtained from the National Science Teachers Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

FILM SHOWS PROGRESS IN COMMUNICATIONS

"The Power of Paper," a new 27-minute, 16mm color and sound motion picture has been released by P. H. Glatfelter Co., paper manufacturers of Spring Grove, Pa.

Designed to be of interest to those in printing and publishing fields as well as general audiences, it shows the progress of man's ability to communicate his thoughts and ideas.

Requests for free loan prints should be directed to Film Services, P. H. Glatfelter Co., Spring Grove, Pa.

FILM ILLUSTRATES CARE OF ANIMALS

"People and Pets" is the title of a 54-frame color filmstrip offered by the Humane Society of the United States and designed for children between 7 and 14 years old.

The filmstrip features 21 minutes of narration, and reveals facts about the care of cats and dogs, anti-cruelty laws, ordinances for control of animals and the purposes and program of humane societies and public pounds.

The filmstrip costs \$1 for postage and handling from 1111 E. Street, N.W., Washington 4, D. C.

SPACE BOOKLET

A brightly-illustrated, 24-page booklet just published by the National Aviation Education Council describes in non-technical language what man will encounter as he travels toward the stars.

Entitled, "Space Frontier," the booklet tells of distances involved in space travel, the silence and darkness of space and the flights of experimental aircraft. Step by step, readers are shown what a flight to the moon will entail as man passes through the layers of the earth's atmosphere into the fringes of space and beyond.

The booklet, which also includes an astronautics glossary, can be purchased for 25 cents from National Aviation Education Council, 1025 Connecticut Ave., N.W., Washington, D. C.

TAPE RECORDER IN THE CLASSROOM

A new 67-page, illustrated booklet on "The Tape Recorder in the Classroom" has recently been issued by the Visual Instruction Bureau at the University of Texas.

The publication begins with a definition and history of tape recording and an explanation of the principles of magnetic recording and playback. Included is information about care, operation and selection of a recorder, classroom uses of the machine and a list of sources of materials and equipment.

The booklet is available for \$2.00 from the Bureau, University of Texas, Austin 12, Texas.

NEA BROCHURES FEATURE LINCOLN

Two new brochures issued by the NEA tell of the Lincoln Sesquicentennial and suggest methods of working the observance into highschool programming.

One of the brochures, entitled "Programming the Lincoln Sesquicentennial in American High Schools," offers hints for getting faculty, student body and community to take part in observances and programs. The second brochure, "Lincoln Sesquicentennial," includes a chronology of Lincoln, suggestions for program, excerpts from the writings and speeches of Lincoln and a selective bibliography.

NEA has mailed a large quantity of these brochures to the nation's high-school principals.

For further information write R. B. Marston, National Education Association, 1201 16th St., N.W., Washington 6, D. C.

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BUSINESS TEACHERS PLAN SPRING CONFERENCE

The Reverend Raymond C. McCallister, widely-known Webster Groves minister, will speak at the spring conference of the Business Education Division of MSTA April 4 at the University of Missouri in Columbia.

Tentative plans for the conference were formed at a meeting of officers and the executive committee in Columbia in January.

Registration will be from 9 to 9:45 o'clock at the Education Building. The morning session will feature a panel discussion, "What Is The Impact of Recent Curriculum Changes in Business Education?" Mary Bakke, Herculaneum highschool, will be moderator. Panel members will include Lloyd Stanwood, Washington University; Paul C. Polmantier, University of Missouri College of Education; H. Pat Wardlaw, assistant commissioner of education; D. A. Ferguson, superintendent of Cabool, Mo., schools; Dr. John Ferguson, associate professor of education, University of Missouri; Helen A. Johnson, business education instructor, Cabool; and Bessie Elliot, guidance counselor, Ritenour highschool at Overland.

The luncheon meeting which Rev. McCallister is to address will be from 11:30 to 12:45 in the Student Union.

The afternoon will feature special sectional meetings from 1 to 2:30 in Hill Hall. Topics include:

1. Steps in establishing an office work experience program in the offices of the local level areas of schools—Charles Foster, state supervisor.
2. Ideas for teachers of skilled subjects, including secretarial practice, typing and shorthand.
3. Further discussion of the panel of the morning program for those interested.

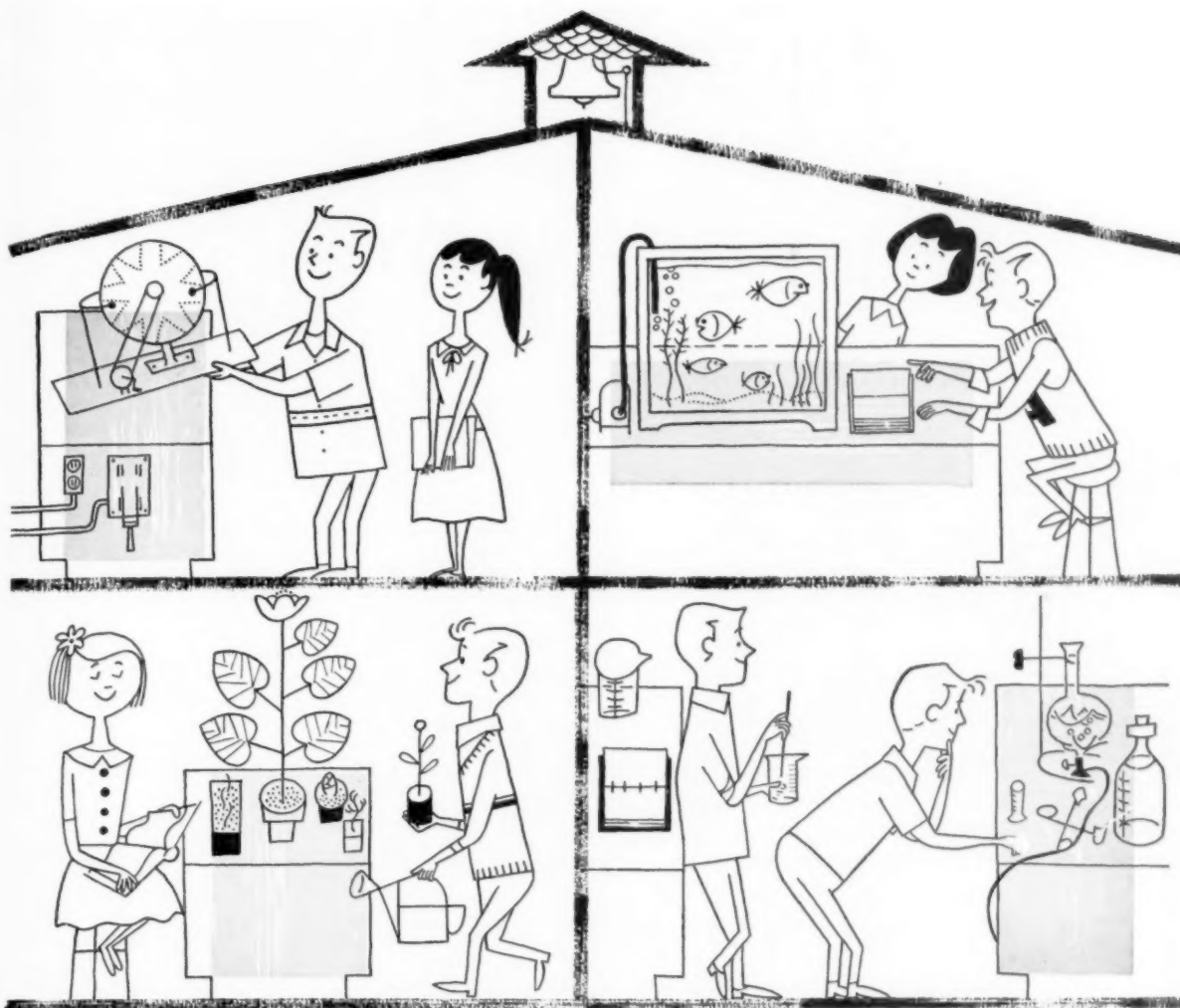
Reservations for the luncheon may be made with Jane Lang, Room 312, Hill Hall, University of Missouri, for \$1.50.

NEWTON COUNTY PLANS MUSIC FESTIVAL, SPELLING BEE

T. E. Woodrum, Newton County superintendent of schools, has announced plans for the annual music festival and spelling bee for students in schools of that county.

The spelling contest will be held April 4 in Neosho, and will include two students from each grade in all the county schools.

The fourteenth annual Newton County Rural School Music Festival was held March 6 in Neosho. All of the rooms in county schools were eligible to enter, and constructive criticism was given, but no grade or rating.



WORLD BOOK ENCYCLOPEDIA helps you plan a science program

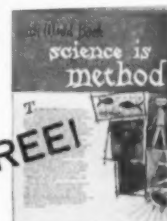
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PROGRAM ANNOUNCED FOR READING CONFERENCE

A tentative program for the Fourth
Annual Reading Conference, to be
held July 9 and 10 on the University
of Missouri campus, has been released.
Topics to be considered at the meet-
ing range from reading learning to
helping children write creatively.

Registration will begin at 8 a. m.
Thursday, July 9, in the east portion
of Jesse Hall.

Dr. A. Sterl Artley will preside at
the first general session, which will
feature addresses by Dr. Donald Dur-
rell, education professor at Boston
University, on "Team Learning in
Reading" and Dr. William Perkins,
director of clinical services, speech-
hearing clinic, University of Southern

California, "Encouraging Continued
Speech Development in the Element-
ary Grades."

Dr. Will Massey will preside at the
second session of the meeting. Dr.
Durrell will speak again on "Teach-
ing Work Skills," and his talk will be
followed by one by Dr. Geraldine
Fergen, associate professor of educa-
tion at the University of Missouri, on
"Reading for the Mentally Acceler-
ated."

"Glamour in Teaching" will be Dr.
Durrell's topic when he speaks at a
dinner meeting of the conference
Thursday night in the Memorial Stu-
dent Union. Dr. Lloyd Jorgenson will
preside at the meeting.

The main address of the third gen-
eral session on Friday morning will
be by Dr. Ruth Strickland, education
professor at the University of Indiana,
who will discuss "Growth Through
Creative Writing." Dr. Amos Snider
will preside.

The second portion of the Friday
morning meeting will be devoted to
a panel discussion on "How We Teach
Creative Writing." Participating will
be Miss Frances Flanagan, St. Joseph
elementary teacher; Miss Mary Nov-
inger, Webster Groves elementary
teacher; Mrs. Neila Pettit, Columbia
elementary teacher; and Mrs. Aleta
Runnels, elementary teacher at Spring-
field. Mrs. Catherine Davis will pre-
side.

Dr. Strickland will address the
fourth and final session Friday.

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Park students exploring a cave in the Ozarks measure distances between stalactites with compasses and a tape measure.

LAST April three carloads of advanced biology students and faculty members from Park College, Parkville, Mo., set off in the rain for a spring vacation field trip to Shannon County, in the heart of the Ozarks.

While the other members of the college community were taking their Easter holiday, this group, armed with collecting equipment, heavy clothes, bedding, and notebooks, was on a five-day excursion to study the biology of the Ozark region.

Although observations on the biological features along the 300-mile route from Parkville were recorded, the most serious study began after arriving at Shannondale, a youth hostel in northern Shannon County. Here were cabins for sleeping and facilities for cooking meals and studying the specimens collected in the field.

Here, too, the group learned about wood-burning cook stoves, "outdoor plumbing," and cold beds. Students and faculty worked together in crews which prepared the meals, washed the dishes and did the other chores of their community life.

Visit to 'Tater Knob'

Three days were spent studying

Biologists Afield

By John H. Hamilton, Ph.D.
Professor of Biology
Park College, Parkville

the area around Shannondale. The first of these, fortunately sunny, was spent studying the plant and animal life on "Tater Knob," a hill with a steep bluff overlooking the Current River, and the small stream which flows down "Troublesome Holler." Although the Ozark region was having a late season, blood-root and hepatica, and a few other early spring flowers were in bloom in protected places.

A few butterflies and other insects were out, minnows and other small fish were plentiful in the stream, and the peepers and frogs were giving their spring concert. The class studied approximately a quarter section of woodland in this area, recording differences in the plant and animal life on different sides of the hill and in different kinds of soil.

On the second day a new area was studied. Here a small cave was explored and mapped with compasses and a tape line. The cave had to be entered on hands and

knees, but the passageway soon became larger and after about a hundred feet of twisting and turning, a large room was reached which had a beautiful display of stalactites and stalagmites. The only animals found in the cave were cave crickets, salamanders, and bats.

Study of Springs

Later the group studied a beaver dam and visited Round Spring and Alley Spring. These springs, producing over 26 million and 80 million gallons of water per day, respectively, would more than supply the water requirements of Kansas City.

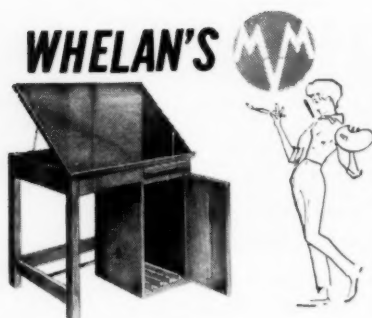
On Easter Sunday the group attended the church services in the Shannondale Community Center. For many of the students this was the first time they had attended a rural church service. Worshipping together with the people of the area they were studying, they developed a better understanding of the country and the people who lived there.

Observing plant and animal life in a three-foot square area selected for intensive study in the Ozarks are four Park students including (second from left) Joan Hamilton, daughter of Dr. John Hamilton.



Miss Patricia Weinberg, a student from Illinois, holds a jar containing a frog found in a farm pond on the spring Park College field trip to the Ozarks. To her right is Frank Hamilton, son of Dr. John Hamilton, who sponsored the trip.





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SUBURBAN TEACHERS SEEK NEW EXECUTIVE SECRETARY

Officials of the St. Louis Suburban Teachers Association are seeking a new executive secretary for their organization it has been announced.

The vacancy was created by the recent death of Forrest E. Wolverton.

The district is the largest in the Missouri State Teachers Association. Being sought is an individual with a broad educational background, speaking and writing ability, organizational skill and a knowledge of research techniques.

All inquiries should be addressed to Donald V. Zoerb, chairman of the Screening Committee, 8000 Bonhomme Avenue, Room 220, Clayton, St. Louis 5, Missouri.

MATHEMATICIANS SCHEDULE MEETING

Professor R. V. Andree of the University of Oklahoma will speak at a joint meeting of the Missouri section of the Mathematical Association of America and the National Council of Teachers of Mathematics, Saturday, April 25, at Lindenwood College in St. Charles.

Registration will begin at 9 a. m. and Professor Andree's address will be in the afternoon.

MATH TEACHERS WILL MEET APRIL 25

Members of the Missouri Council of Teachers of Mathematics will meet Saturday, April 25, at Lindenwood College in St. Charles. Theme of their meeting is "Taking a Look at the Changing Mathematics Curriculum."

Grace N. Williams of Cape Girardeau highschool, chairman of the Council, will preside at the meeting. The theme will be carried out by three educators discussing the curriculum at various grade levels.

Dr. Lois Knowles, associate professor of education at the University of Missouri, will present the elementary views; George Brucker, chairman of the mathematics department of Webster Groves highschool, will discuss the highschool level; and Dr. Marie Moore, chairman of the mathematics department of Harris Teachers College in St. Louis, will speak on the current college mathematics curriculum.

Registration will be held from 9 to 9:30, followed by the morning's meeting featuring three speakers. A business session is planned for 11:15 to be followed by a luncheon in the cafeteria.

At 1 p. m. the Council will hold a joint meeting with the Mathematics Association of America. Afternoon speaker will be Professor Richard Andree from the University of Oklahoma.

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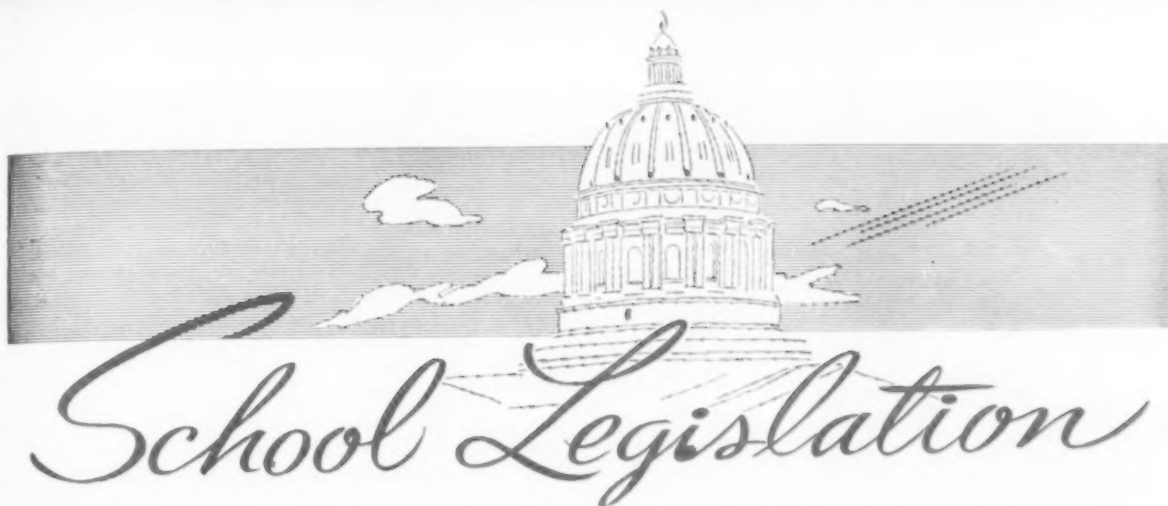


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Below is a summarization of school legislation under consideration by the 70th General Assembly up to March 9:

Foundation Program

Senate Bill No. 166, modifying the distribution formula as recommended by the Committee on Foundation Program of the General Assembly, was taken up for perfection in the Senate on March 4 and 5. It was laid over upon request because of the absence of a Senator who had an amendment prepared to offer on the bill.

Some of the questions asked while the proposal was being considered indicate that the measure has not been fully interpreted to members of the legislature. It is imperative that your legislators be fully informed with regard to *Senate Bill No. 166*. You should contact them without fail to see if they have questions for clarification.

Without the passage of *Senate Bill No. 166* there is no way in which additional state funds may be distributed to schools. With the problems of increasing enrollments, the need for higher teachers' salaries, the need for additional teachers, the increasing costs of operation resulting from continuing inflation, the greater demands for service ranging from more attention to the handicapped to special programs for the gifted and expanded programs in mathematics, science and foreign languages, an improved school finance program is imperative. With real and personal property which produced less

than one-fourth of the income of the people paying nearly two-thirds of the cost of education, the need for additional state funds is evident. State support in Missouri in 1957-58 was \$101 per pupil compared with an average of \$135 per pupil from state sources in the nation. Can anyone argue that a program based on average state support in a state like Missouri is too forward-looking?

With Missouri ranking 44th in per capita state taxes, collecting \$65.72 per capita in state taxes in the fiscal year ending June 30, 1958 compared to a national average of \$87.39, the state can well afford to invest more in public schools.

Some have done an excellent job of interpreting the need for *Senate Bill No. 166* to members of the General Assembly. Others have done some. Still others have done nothing. The time is now as far as this program is concerned. A program of this importance demands support from the rank and file if it is to prevail. *For the children's sake won't you get busy and do your part.*

Bills Changing Status

House Committee Substitute for House Bill No. 29, requiring state colleges to charge at least \$100 a year out of state tuition for non-resident students, is in the Senate Education Committee.

House Committee Substitute for House Bill No. 60, appropriating funds for the public schools, including the full financing of the present foundation program and

the State Board of Education for the 1959-61 biennium, is on the House calendar for final passage.

House Committee Substitute for House Bill No. 65, appropriating funds for the institutions of higher education for the 1959-61 biennium, is on the House calendar for final passage.

House Bill No. 69, transferring \$800,000 from the General Revenue Fund to the Handicapped Children's Fund for the trainable program, is on the House calendar for final passage.

House Bill No. 70, transferring \$133,683,595 from the General Revenue Fund to the State School Moneys Fund, is on the House calendar for final passage.

House Bill No. 82, allowing the counties to employ skilled personnel to assist in determining property values once every five years, is in the Senate Ways and Means Committee.

House Bill No. 124, amending the continuing contract law, was defeated in the House on final passage.

House Bill No. 138, consolidating the sections relating to the payment of county superintendents of schools, is in the Senate Committee on Salaries, Resolutions and Miscellaneous Bills.

House Bill No. 153, exempting work on a farm and operation of power driven farm equipment and power mowers from the provision of the child labor law, is in the Senate Labor Committee.

(Continued on Page 12)



Among those scheduled to address the DCT state conference this year is Richard H. Ichord, Speaker of the Missouri House of Representatives.

State College, Springfield, or Irene Fitzgerald, 705 Missouri, Columbia.

The conference will end with a reception sponsored by MSTA at the MSTA Building.

Proposed Platform

Preamble

The Department of Classroom Teachers, a permanent vital part of the MSTA and the NEA, believes that free public education is the foundation upon which our nation exists. It recognizes that in a democratic society education must be a continuous examination and active pro-

quate educational program must be provided for all the children and youth of our state.

We believe that the federal government should assume a joint responsibility with the state and local community to provide education for all.

Health and Welfare: The Department believes that the health and welfare of the child should be given every consideration.

Special Education: The Department believes that special provision should be made for gifted children, and for physically, emotionally, and mentally handicapped children.

Leisure Time: The Department believes that more attention should be devoted to the constructive guidance of leisure-time activities of children.

Moral and Spiritual Values: The Department believes that, together with the home, the church, and the community,

Missouri Classroom Teachers

Dr. J. Lloyd Trump, professor of education and head of administrative placement at the University of Illinois, will be principal speaker at the fourteenth annual Spring Conference of the Missouri Department of Classroom Teachers, April 11, in Columbia, according to Alene Sadler of Cape Girardeau, president.

Dr. Trump will speak at the first session which begins at 10 o'clock the morning of April 11 in Jesse Auditorium, University of Missouri. His address will concern utilization of teacher time.

Speaker at the afternoon session will be Mrs. Buena Stolberg of Webster Groves, vice-president of the DCT of the NEA. She will discuss "Local Association Plans For a Study of Utilization of Teacher Time."

A noon luncheon at the Student Union will be highlighted by a talk by the Honorable Richard H. Ichord, Speaker of the Missouri House of Representatives. His topic will concern the Missouri General Assembly and School Legislation.

Luncheon tickets are \$1.50. Reservations must be made by April 8 to Grace Gardner, Southwest



Presiding at the annual conference of the Department of Classroom Teachers April 11 in Columbia will be Alene Sadler, president of the Missouri DCT.

motion of all universal truths and that to foster and encourage these beliefs, the teacher should actively participate in the educational, spiritual, cultural, social, and political structure of the community. The Department accepts the responsibility of attaining the objectives of this covenant.

Pledge

We, the members of the Department of Classroom Teachers, pledge ourselves to the support of the principles of this platform as they relate to the child, the community, and the profession.

I. The Child

Adequate Educational Opportunity: The Department believes that an ade-

quate educational program must be provided for all the children and youth of our state.

II. The Community

American Way of Life: The Department believes that it is the responsibility of the schools to teach the value of the dignity and worth of the individual as exemplified in the American way of life.

Democratic Process: The Department affirms its faith in the democratic process and proclaims its support of academic freedom.

World Understanding: The Department believes in the active support of and participation in the United Nations, UNESCO, and the World Confederation



Professor J. Lloyd Trump of the University of Illinois faculty will be one of the principal speakers at the April 11 state conference of the Department of Classroom Teachers.



Shown here are some members of the South Central Region attending the conference last summer of the National Department of Classroom Teachers in Bowling Green, Ohio. Representatives were there from six states: Missouri, Texas, Oklahoma, Arkansas, Kansas and Nebraska.

Will Meet April 11 in Columbia

of Organizations of the Teaching Profession to further world understanding.

Participation: The Department believes that teachers should be an integral part of the local community and should do everything possible to strengthen the active partnership of the school and the community in educating the boys and girls.

III. The Profession

Classroom Teacher Participation

1. The Department believes that every classroom teacher has a professional obligation to belong to and actively participate in the local, state, and national associations.

2. The Department believes that teachers through their professional organizations should participate in the formulation of school policies and share in the responsibility for the success of these policies.

3. The Department believes that Future Teachers of America clubs and Student NEA chapters should be encouraged in high schools and in institutions preparing teachers.

Professional Preparation and Standards

The Department believes that a well (New Platform, Page 41)



This state was well-represented at a Missouri Luncheon at the Classroom Teachers Regional Meeting in February in Lincoln, Nebraska.



"Teacher Certification" was the title of a talk by Paul Greene which drew some 100 classroom teachers to Northwest State Teachers College, Maryville, on College Day, June 12. Pictured here at the refreshment table are, left to right, Mrs. Joyce Tobin, vice-president of the Northwest District, CTA; Freida Elwick, director; Mrs. Rosemary Chaney, MSTA president; Virginia Carson, State Department of Classroom Teachers president-elect; and Robert Skaitth, treasurer of the State DCT.

The Value of CREATIVE Expression

By Margaret Russell, Neosho

MOST children enjoy putting their thoughts into action, words or pictures through different mediums of expression. Though the results may appear surprisingly simple sometimes, occasionally one finds children with outstanding creative ability.

Real values in creative expression lie in what is happening to the child, and not in the story, poem or play he has produced. If he is growing in the depth of thinking, in creative imagination, in respect for the worth of his own ideas, and most of all, in the ability to be himself, then the work is good regardless of the quality of what is written.

Growing into the enjoyment of written expression takes much time and encouragement. Teachers must be willing to accept the stiff and meager productions until the child has become sure of himself and becomes interested enough to produce something others will like.

Creative expression gives children an excellent opportunity to express the thoughts, feelings and emotions motivating their behavior. Also, it gives teachers an insight into the way they are thinking and an opportunity to understand them better.

One medium that has brought surprising results in creative activities in Neosho is that of creating original poetry. Interest began to mount when we used poetry during relaxations. Often we stand and say poems together adding any actions we desire. Through this method many poems are learned throughout the school year with no pressure of memorization.

Before the children began to write poetry on their own, other

exposure to poetry was necessary. Poems of Rose Fyleman, Eugene Field, Rachel Field, and others were read. Moods were discussed and mental pictures the selections created were talked about freely. Other techniques of writing were introduced at this point. Some poems were read for sheer enjoyment.

Co-operating group poetry was written before individual poetry was begun. The sampling is a co-operating group poem written by fourth-year children.

EIGHT LITTLE SKELETONS

Eight little skeletons hanging in a row,
How they all died we don't know.
One died of fright on a Halloween night,
One was killed in a ghost fight.
One was boiled in a witch's pot,
One fell in a hole in a vacant lot.
One got tangled in a witch's hair,
Later we found him under her chair.
This is what we're here to say—
Please be careful—Don't you end up this way!

The children were inspired to write this poem when they were making skeletons from eggshells near Halloween. Since poetry had become so interesting to us, it was decided that a poem be written about the skeletons telling why they became skeletons, also including some safety precautions to be taken on Halloween.

The poem was a group composition with all the children participating in suggesting lines, evaluating and revising them until they had caught in words the thought they wanted to convey. Special emphasis was placed on rhythm and rhyme. The poem was written on the blackboard from the children's dictation. Later the poem was copied by some chil-

dren and placed on the bulletin board display.

Suggestions were made that the poem be set to music. This brought much excitement and enjoyment to the children. With guidance from the music teacher, the children voluntarily made up tunes for the different lines. As the music teacher wrote these lines on the blackboard she sang them back to the children. They were evaluated and the desired ones were selected. When all the selected music was written on the blackboard the entire song was sung. Some changes were made in the rhythm where it was needed. Copies of the song were made for each child.

LEGISLATION

(Continued from Page 9)

House Bill No. 200, providing that an approved special class for mentally retarded or crippled children consists of from 10 to 20 children unless special approval be given to a smaller number, that special classes may be taught less than a full day with state payments on a pro rata basis, that state payments be \$3,500 per class and \$350 per child for home instruction, that transportation may be provided for handicapped pupils, and state aid received, and that districts may provide instruction for handicapped children by contracting with other districts, is on the House calendar for perfection.

House Bill No. 201, providing that the classroom attendance of pupils transported be used in determining transportation aid, is in

(Continued on Page 14)

CREDO FOR JUNIOR HIGH NEWSPAPERS

By Virginia Durham
Kirkwood

JUST as a distinct *academic* philosophy is constantly being devised and evaluated for junior high schools, so must a distinct *editorial* policy be established if school newspapers are to be justified and encouraged in the seventh, eighth and ninth grades.

Do junior high newspapers differ from senior publications in significant ways? Juniors and seniors, of course, possess more judgment, maturity, and writing skill than do their younger brothers and sisters. Yet I feel that junior high papers differ in other ways less obvious but no less important.

Junior high papers really face several obstacles. Here are a few "no's," for instance, that many sponsors have felt obliged to establish. In working with youngsters 12 to 15, most of us deemphasize boy-girl relationships, purely social activities, election of queens, and student popularity polls. We play down alumni news because junior high "alumni" are generally covered by the senior high paper in the same school district.

Traditional features like April Fool issues and senior class farewell "will and testament" we eliminate for several reasons. One, rightly or wrongly so far as scholastic journalism is concerned, in most schools these activities are firmly entrenched as *senior* high traditions. No good junior high paper can simply copy its big sister. Then too, eighth and ninth graders often lack discretion and given a "free hand," are prone to display poor taste, to ridicule, or to resort to hackneyed trite copy because the possibilities are all so new to the youngsters.

Also of little junior high use are the customary press releases from universities and corporations. The

mass of scholastic and vocational material available to the college-bound or career-minded is still three years away from the oldest junior high pupil.

No one particularly likes restrictions. Faced with the loss of many traditional avenues of coverage, how then is the junior high paper to find suitable content? The answer, of course, lies both in a school's desire to create new traditions and in a staff's ability to recognize copy uniquely *junior* high, geared to the interests of the early teenager.

Junior high sponsors and staffs are constantly finding new possibilities for lively copy. Because they're "in the middle," they can bridge the gap between both the elementary and the senior high school. Thus, in spite of self-imposed limitations, junior high journalists can find fresh new subjects to write about.

Orientation Values

Orientation of elementary youngsters to the junior high is one of the biggest problems facing suburban communities where frequently the enrollment in seventh grade alone exceeds the entire population of the majority of elementary schools in the district.

To stimulate interest in their "new school" and to give sixth graders a preview of junior high activities, at the request of the administration, some staffs send copies of each issue to every elementary school in the district. Sixth grade teachers post the papers and sometimes refer to articles in class. One sixth grade I knew even produced its own miniature edition of the junior high paper.

Junior high newspapers can assist with orientation in other ways. Again at the request of the administration, some staffs produce

a Welcome Issue distributed free to all students on Opening Day. Many administrators feel that the students' own explanations of school rules, routine, traditions, and curriculum (to supplement faculty explanation) offer sound psychological values. During the first week or so, seventh grade teachers especially, refer to newspaper stories and cartoons depicting school procedures.

Assisting with fall orientation of seventh graders seems to be one possible area of coverage. In the spring, a paper can devote some space to orientation problems of ninth graders about to enter senior high. Descriptions of counseling procedures, explanations of tenth grade electives, requirements for graduation, and senior high visiting day become timely.

In determining content, many sponsors capitalize on the expanding range of early-teenage interests and enthusiasm. For instance, ninth graders exposed for the first time to such "advanced" studies as algebra and foreign language write features on letters from abroad, interviews with foreign travelers, and descriptions of class projects.

Feature possibilities become a writer's dream as science hamsters or mice escape their cages, maintenance men employ a "diving rod" in digging up the cafeteria floor to discover a leak in the pipes, and math "tycoons" lose hypothetical fortunes in the stock market. Citizenship classes travel to Jefferson City to study government in action or engage in spirited discussions of such fascinating customs as "t-ping" or going steady.

Since many junior highers are active in scouting, they like to write of camping, handicraft, pets,

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Monett

MEETS READING Needs...

By MARY HELEN WILLHOITE

THE reading program now used in the Monett Elementary Schools was initiated as such in the fall of 1949.

Prior to that time, all children in a grade read from books corresponding with the grade level; that is, all third graders read from third grade reading material, all sixth graders from sixth grade readers, etc. This type of reading program made no provisions for individual differences which do exist. Much reading was done by the poll-parrot method, by which the teacher pronounced each word and the child repeated it after her.

Many are reluctant to admit that mental differences in children do exist because they are not as apparent to the naked eye as physical differences, but no two children are alike mentally anymore than they are physically.

Because of the existence of mental differences and capabilities and because of a strong desire to meet the needs of boys and girls in the Monett Elementary Schools, the present reading program was devised.

Today each child is reading material which coincides with his reading level ability regardless of age or grade.

The material which a particular child should read is determined by giving that child a standardized reading test, a mental maturity test and a subjective inventory test. The results of these tests together with his reading teacher's opinion formulate the basis of criteria for his reading level. The teacher takes into consideration the child's

health, his emotional stability and other contributing factors.

After the reading level of each child has been determined by the above method, children with similar reading needs are grouped for reading which is taught during a one hour period each day. The groups are quite flexible. If a child advances during the course of a year, he is promoted to a higher level group.

Giving a child reading material which he can master, understand and read successfully, is beginning his reading on the *Instruction Level*, and from this level, the child progresses as rapidly as possible and according to his own innate ability.

Children in the Monett Schools do not skip reading levels. They are allowed to advance rapidly. For instance, we now have second graders reading in third grade material, third graders reading in fourth grade material, etc., but because of a sequential program in phonics, we feel each child should have the basic materials allocated to each grade.

Since this program was initiated in 1949, the Monett Elementary Schools have averaged a 14 months yearly gain in reading for the nine months of school.

Many children have made outstanding gains such as four years in nine months; others, of course, not so much. By beginning at a child's instructional level we hope to raise his reading level to approximately his grade level. But whether or not he does, this much is true: We are teaching in accord-

ance with the philosophy that each child is meeting with success in reading, each is moving at his or her own rate of progress according to the intelligence with which he has been endowed.

LEGISLATION

(Continued from Page 12)

the Senate Education Committee.

House Bill No. 223, providing for change of boundary between six-director and three-director school districts, is in the Senate Education Committee.

House Bill No. 258, making teachers employed in penal institutions members of the Public School Retirement System of Missouri, is on the House calendar for perfection.

House Joint Resolution No. 2, submitting to the voters an amendment to the Constitution providing that all political subdivisions including schools may vote bonds by a 60 per cent majority, was defeated in the House on final passage.

Senate Bill No. 8, allowing the State Board of Education to receive and administer gifts for the Missouri School for the Blind and the Missouri School for the Deaf, has passed the Senate.

Senate Bill No. 115, relating to the suspension of pupils in cities of 75,000 to 700,000 is in the House Education Committee.

Senate Bill No. 165, providing a minimum school term of 180 days as recommended by the interim

(Continued on Page 46)

I Want to Be

Compiled by Blanche Barbee
First Grade Teacher
Willow Springs

ARE all children alike? Do all children think alike? Do we as teachers of children try to keep them as individuals as they come to us?

Differences in interests and specific skills give variety and strength to the group. They are stimulating to pupil and teacher growth.

Children differ widely in their ability to profit from instruction at any one age or grade level. Their need of development can be met through careful planning ahead by the teacher and through gathering important ideas from books to help deepen children's understanding of some fundamental factors in their lives and modern society. Such ideas are co-operative family living, community organization, conservation, courage in face of danger, and life in regional America repeated at different levels in units of stories in books.

"America needs scientists." How often have you heard this statement in the past few months? You will be hearing the same statement for sometime to come.

Where are they coming from? You might be surprised! Look around your school room, and do start looking in kindergarten and first grade, and you are very likely to see a future astronomer or nuclear physicist.

Scientists require a way of thinking combined with a curiosity, which children possess in abundant supply, and not so much a body of facts, that are dry and uninteresting.

Meeting the Scientific Age

Will all children grow up to be scientists in this increasing scientific age? No, not all, of course, but all children will live in this increasing scientific age. Are you pre-

pared as a teacher to meet this demand? The answer is yes. You need no special skills, expensive equipment or even lots of extra time.

You can teach from living things. You can teach from a garden. You can teach from special interests. You can teach while you eat, work or play. You can teach on trips. You can teach from simplified language. Remember always it is the encouraged curiosity in the child and the stimulation you as a teacher can give to keep seeking knowledge. There is never a day in the school room that thought and curiosity can not be stimulated and don't ever let an opportunity slip.

These questions and many more were foremost in the thinking of a group of teachers in an adult college class the Spring of 1958. Interest and curiosity was stimulated in the teachers by the instructor's assignment. "Bring me a survey of the group of children in your classroom, tabulating age, grade, sex, and ask the question, 'What do you want to be when you grow up?'" We were to bear in mind that this would not be put on a direct question and answer basis, but to plant the seed of thinking several days ahead of the final decision of each child. This was to be worked out according to our own group of children.

These surveys came from town schools, consolidated schools, one and two room rural schools. There were 27 teachers making the survey. Included in this number were two high school teachers and three remedial teachers. The total of children in the survey were 349: 187 boys and 162 girls. Age range was from six through sixteen years. Choices of the children did not run in a pattern as to age or grade. They were very widely distributed, although choices tended toward community life activities. The children in the

remedial group showed no difference as to the other groups. One child in a remedial group wished to marry his teacher and live on her check. A first grade child wanted to be a "Silver Devil" and sit on the foot of people's beds.

Future Occupations

Choices were:

Girls

49	nurses	5	beauty operators
26	teachers		
24	wives	4	cowgirls
16	individual occupations	3	mothers
		3	scientists
16	private secretaries	3	shoe clerks
9	stewardesses	2	baby sitters
		2	stenographers

Boys

34	farmers	4	jet bomber pilots
29	individual choices	3	electronic engineers
11	policemen		
11	mechanics	3	ranchers
6	professional baseball players	3	engineers
		2	R E A employees
5	preachers	2	jet pilots
5	cowboys	2	hot rod drivers
5	fighter pilots	2	car salesmen
5	state patrolmen	2	forest rangers
5	truck drivers	2	foot soldiers
4	scientists	2	iron miners
4	doctors	2	aeronautical engineers
4	civil engineers		
4	Air Force men	2	mail carriers
4	teachers	2	storekeepers

The number of children born destined as geniuses is small, but the number born with a spark of genius is much greater. This spark can be nurtured by the teacher and by the parent, or it can be dulled or frustrated. The real challenge is to try to stay ahead of our children.

These children that we are privileged to teach, who are not endowed with a spark of genius,
(Continued on Page 40)

The School Library

and the Accelerated Curriculum

By Ruth E. Bynum

MUCH is being said and written about honors classes and the accelerated curriculum, but few are aware of the effect of these classes and their needs on the school library. The impact has been considerable, and will continue to be.

Our school library has always tried to provide materials and help for intellectually alert students, but never to the extent now required. We need to give the "accelerated" students more attention and, at the same time, continue to meet the needs of the "average" and slow-learning students.

We, the librarians, realized last year, during the planning sessions, that the new curriculum would present a real challenge to the library. As no one else appeared to worry about our ability to meet this challenge we remained quiet and waited. Now, more than halfway through the first semester, we are beginning to face our problems and plan to meet them. We certainly do not have all the answers but we think we have some and we hope our experiences will benefit others who are struggling with much the same problems.

First of all, the library needs much *more material*—books, pamphlets, magazines, everything. We soon discovered that. The science people came in last spring with a long list of advanced materials for us to order. We asked them to star material for first purchase, until we could get the orders and the budget organized. Fortunately, about this time we re-

ceived a list of science books in paper editions and we were able to do better than we had hoped. Those publishers of paperbacks were truly "on the ball" to switch so quickly from westerns, murder and sex to science, philosophy and the classics!

We did not have to buy much for the Latin classes. They had led the field by ordering advanced materials the year before. We did order a little more for the modern language group, but that field is limited in its use of the library. Some of the books ordered for the Latin classes could double in ancient history, which was fortunate, because books for the latter are hard to find. Ancient history did not present a long list of books—they just started out this fall by sending students to the library to make fifteen minute reports on people who make only about two inches in the adult encyclopedias. After we gave our best books to those who came first we practically had to start archeological excavations ourselves to find material for the rest. History and description of countries before Greece and Rome are both scarce and expensive.

Used Books

It was through our search for ancient history that we finally turned to used-book catalogs. We had ordered from them occasionally in the past but now we are using them rather extensively to fill our needs for expensive and out-of-print books. We have not yet received all of our orders from used-book dealers but if they are as good as they sound many of our problems are solved.

English classes, of course, have always used a large portion of our budget. Now they need more. Frequent reports for extra credit call for much material which we have bought only in small quantities, if at all, before. Literary criticism and comment for books published from the 15th through the 19th century is hard to come by except in small quantities in text books. Certainly it is hard to find enough to supply several classes. Descriptions of life at various times and in different countries is not easy to get. We are fairly well supplied with books and articles on comparative religions—always a favorite subject with our students—but we can use more. The study of philosophy is comparatively new to our students. Formerly a copy or two of Durant's *Story of Philosophy* was about all the material needed. We need more now. Here again the paperbacks have come to the rescue. There is a whole series on the various ages of philosophy and our copies are much used.

With the classics, too, we have our problems. Instead of hearing or reading individual book reports some of our teachers now plan for committees to discuss related books—for instance: *Moby Dick* suggested other books by Melville or other books about whaling. While we have several copies of *Moby Dick*, *Omoo*, *Typee*, and other books by Melville are hard to get, as are other good books on whaling.

The mathematics people have ordered very little; perhaps because there is not yet much good material available. The paper-

backs offer a few books, but most of our material comes from clippings. Science and engineering publications from some of the universities are helpful. Two excellent articles have appeared in *Fortune Magazine* but the reprints did not meet the demand. They promise a third article soon and then the three will be published in a small book, probably paper. The many current articles on the geophysical year furnish good clippings for both mathematics and science.

The social studies department has always made extensive use of the library, and so we merely have to watch for new trends and problems and provide for them. The same is true of the speech department. We have found that one of the biggest jobs of a librarian is to look ahead and attempt to have on hand most of the material which may be needed.

More Magazines?

We really should subscribe to more magazines, but the library has no room for more storage. We use only the *Abridged Reader's Guide* and subscribe to most of the magazines listed there plus a few others. The larger *Reader's Guide*, without many more magazines, would not only be useless, but would be frustrating to the students and the librarians. Sometime we hope to enlarge our magazine department and the use of our magazines.

Besides needing more material, we need *more time*. Increased research by students calls for much more attention from librarians. A few students do not know how to use indexes and the card catalog. Most of them have no idea how to find a valuable nugget of needed material from much that is extraneous. However, they are learning. We go to the various rooms and talk to the classes, explaining about the use of the library and particularly the use of reference materials. We use bulletin boards and special shelves to suggest books

for recreational reading. We encourage students to do their own library work whenever possible.

We are trying to make greater use of our student assistants. Sometimes we begrudge the time taken to start them on a job, but we have found that the teaching pays off in the end—both in more time for us to do other things and in greater interest in the library on the part of the assistant.

Another thing which the accelerated classes have done, however, is to rob us of some of our best assistants, especially juniors and seniors. Many just do not have time to work in the library. Enough of them are still faithful, though, to give us a fairly complete staff. These assistants can help at the card catalog, show students where to find the books on the shelves, and help with the *Reader's Guide*. We believe that this work will make them more capable and acceptable college students.

Librarians must *read more*. A librarian needs more knowledge in order to help these interesting new groups. No one can know "everything about everything" in these days, but a librarian must read widely in order to have at least a clue to what is needed and where to find it. Our students are developing new interests and hobbies, besides the work they do in class, and some of their scientific questions, for example, can really "stump" a layman.

Teachers Can Help

Lastly, we need more *help from the teacher*. They can help by suggesting books and other materials for purchase, by discussing their class plans with us in order to be sure we have or get needed materials, by warning us of unusual demands. Students are disappointed and discouraged when they find that the library has only a few books which can be used for an assignment and that the early-comers have those already.

To recapitulate: We have found, first of all, that we need more ma-

terial. We need more space in which to store new materials—space which even the most thorough program of discarding old material will not provide. We need more time, too. We need, and are getting, more help from student assistants. We need, and are getting, more help and suggestions from teachers, also.

We shall probably need more money in the budget very soon. There is a point beyond which the most accommodating budget will not stretch. We have given first aid to our budget by ordering from used-book dealers and by checking sales lists for helpful items. Catalogs from used-text book dealers frequently advertise needed materials.

Paperback Books Used

Paperback books have been most helpful. We use them for duplicates of materials we already have, for new materials we want to try out before buying in more expensive editions, for little used material which we think we should have and for duplicate copies of reference books which may be checked out. When the paper books are purchased, we reinforce them with plastic adhesive, accession them briefly in a special book, make brief cards for a special file. We may change some of this later, as we are still experimenting.

We are trying to adjust our library to the new demands made upon it and, at the same time, we are trying to continue all the former services. We think of our library as an important service organization of the school and we want to help all the students who come to us. Every school *needs* a library but it is surely difficult to see how accelerated or honors groups could function at all without a well-equipped school library. For many reasons a public library, while very helpful, is not in a position to know school needs and to serve all the children effectively. But that is another story.

Double Casting

High School Plays:

By Martha Howard Jones
Sikeston High School

Its Rewards and Problems

DRAMA coaches, devoted advocates of educational theater on the high school level, who have not tried double casting have missed one of the great thrills experienced by us who may often have more courage than stamina.

For fifteen years I had been unable to resist the smell of grease paint and the heat of stage lights. But after six weeks of struggle with paint brush, hammer, and high school exuberance, to say nothing of awkward young bodies and untrained young voices fighting so hard to find themselves in an art medium often beyond their limits, I always felt cheated when the last curtain call was taken. So much accomplished, so much learned by the actors and actresses, only to be seen one night, only to be enjoyed by one cast.

With the approval of an understanding administration, I determined to try a two-night run with double casting in some of the major roles. With some trepidation I double cast the major female roles in "Girl Crazy." So many girls sought the part that I couldn't make a choice without tossing a coin or drawing from a hat, and my gaming blood runs thin. The play had seven good male roles so I didn't feel it necessary to double cast the boys. Seven high school boys are enough to occupy any lone drama coach's time.

Practice Sessions

Though happy with the plan, the girls showed some misgivings when I handed out practice schedules which included no more than the usual eighteen two-hour ses-



Tense youngsters await their cues in this scene backstage during a performance of "Cheaper By the Dozen" at Sikeston Highschool.

sions they had learned to expect for a major performance. I explained to them that each was to attend each practice session, but they would alternate as actors and observers. They would be expected to listen to stage directions, aid with blocking, and correct any errors they might observe in the performance. I would announce on the first night of dress rehearsal which cast went on which night.

Dress rehearsal offered no special problem, since they were familiar with our custom of two dress rehearsals. "Girl Crazy" requires a large cast and practice sessions could have been hectic except that we ruled that there should be no talking and unnecessary movement on the floor or behind stage during the two hours we practiced.

Success Comes

The two performances justified

my confidence in the advantages of double casting. The girls were pleased with themselves. The boys had learned more than they thought possible when they faced the necessity of adapting to the style, manner, and temperament of the two leading ladies. The two capacity audiences were high in their praise, many of them delighting a weary director's heart by attending both nights because they didn't want to play favorites with the young actresses. Best of all the benefits of educational theater had been offered to twenty-eight, rather than to twenty, high schoolers.

So sold was I on double casting that I decided to try "Annie, Get Your Gun" that way too. However, this cast of forty-five was much too large to have in the (See Casting, Page 21)

Family Life Education and THE NEEDS OF BOYS and GIRLS

By Dr. Esther E. Prevey,
Director, Family Life Education
Kansas City

THERE is general agreement among thinking people that the family is the most important primary group in our society. In a large measure it determines personality development. It lays the foundation for all growth, behavior, standards and ideals. School people, therefore, are rightly concerned about the quality of family living we have in our various neighborhoods. We need also to be concerned with parent-school relationships, since harmonious and cooperative relationships between parents and teachers and the pooling of resources will make not only for happier children but are essential for their best growth from every point of view. Moreover, teaching will be easier, more vital and pleasurable, and our teaching load will be lighter when parents and teachers work together for the optimum growth of each boy and girl.

Many years ago in Kansas City we had a very distinguished visitor, Dr. James Plant, a psychiatrist who worked in the child guidance program of the New Jersey Schools. One statement he made has been remembered throughout these years. He said, "One of the most difficult tasks I have is persuading teachers that the child is not born anew every morning on the school doorstep."

Each child brings his whole background to school. A very important part of this background is his home which, of course, includes his parents. Developing a cooperative work relationship with parents is imperative and a task in which

the teacher must take the initiative. Good teachers have always done this and have found it makes their teaching load easier and more satisfying. A child is fortunate, indeed, who has parents and teachers working together, each understanding what the other is trying to do, each helping the other and both working for his best growth and development.

It is distressing when a parent needs to talk about a problem involving school and, upon the suggestion that this be discussed with the teacher, to have the parent reply, "I don't like to go to the teacher—I am afraid she will make it difficult for my youngster"—or "I can't talk to the teacher, she doesn't seem to understand our difficulties." There are some conditions to which we might give attention which will help to avoid this.

Avoiding Problems

1. The teacher himself must have a wholesome respect for parents and families. He cannot make disparaging or critical remarks about parents and then be sincere with them later.

2. He must believe most parents want to do well by their children and cooperate with the teacher and the school. Of course, a few parents are difficult but we cannot let these few destroy our relationships with the willing, sincere, and helpful fathers and mothers. Some fail to cooperate because they lack information, or are misunderstanding of goals, methods, and ideas. It is our task to give information and clarify misconceptions.

3. Teachers must remember that people work together and understand each other better when they are acquainted. Every teacher will be more effective when he knows

the parents.

There are many ways to become acquainted. *Visit homes*—one teacher said, "I was surprised how the behavior and attitudes of youngsters improve as I got into their homes, especially when it was the child who took me home and introduced me to his mother." *Have parents come to school* for something besides fault finding or problem behavior. Arrange *group meetings of parents* for discussion of child behavior, the school curriculum, school methods and child guidance. *Take part in community activities*. No effort will be as rewarding since this gives opportunity for acquaintanceship on an informal basis. As one teacher remarked, "Susan's father can't possibly be antagonistic toward Susan's teacher if they have both been at the same party."

4. Friendliness is an important ingredient of a happy relationship with parents. Be friendly, and approachable. Avoid being defensive or putting parents in a defensive position. Take a constructive rather than negative attitude toward mothers and fathers, and start with the idea that both parents and teachers want to do the best they can for the child. Let parents know the good things about their children. Clear any misunderstanding as rapidly as possible. When a teacher gets the parent upset, it is bound to reflect in the child—in his tenseness, behavior, and ability to learn.

5. Explore with parents the causes of behavior. Basic questions to ask and discuss are: Why does this child do as he does? Why does he have certain attitudes, fears, or anxieties? What causes specific conditions? Parents can give us much valuable help in understanding a certain child if they believe that we want their help and they know that what they say will not be used against them or their youngsters. Teachers can give parents valuable information if a feeling of cooperation has been established. In this exploration, it is wise to focus on the child, not the parent. Direct or

implied criticism is as hard for parents to take as it is for us.

6. Teachers need to go more than half way in this matter of working with parents. This extra effort will pay off in that mothers and fathers will soon develop feelings of acceptance and respect for their children's teacher, all of which makes our task easier.

Family Life

While constructive parent-teacher relationships are of great importance in considering the family life education needs of the elementary school child, they do not represent the entire need. Children need to learn directly about family life. The excellent teacher will focus attention on home and family life in all her teaching each day since high quality living in this small and intimate group is vital to our existence. There are many ways to do this, as, for example: helping *every child* to learn to get along in small groups (planning, working together, discussing, sharing), assisting each child to grow in dependability, giving special understanding to kindergarten and primary grade youngsters since these children are still concerned about being away from home (especially if a smaller child is left at home to have mother's attention all day), giving the child a little extra emotional support when there is a crisis at home, helping boys and girls to develop wholesome ideas, beliefs, and patterns of behavior in regard to family living, assisting them to maintain pride in their home and family (never do we have the right to belittle a child's home or family), encouraging the learning of others, helping them to develop sound basic feelings toward other people.

In conclusion, three principles might be emphasized:

In every elementary schoolroom we need to recognize the home and family as the major focus in our democratic way of living, remembering that the success and

MSTA Insurance Chapter Established By St. Joseph CTA



St. Joseph teachers who helped to install the MSTA Group Accident and Sickness Insurance Chapter were: Back Row, l. to r.: Grace Welker, Yuma Kenny, Ralph Wilkinson, Dorothy Osborne, Roger Fisher, Nadine Arnholt, Gladys Lomax, A. M. Rennison, Abbie Lawson, Elizabeth Broom, Everett Bishop, Geraldine Heaviland, and Earl Auxier. Middle Row, l. to r.: Victoria Duncan, Neva Wallace, Grace Hawman, Irene Wray, Reuby Moore, Bertha Sables, Beryl Edson, Dorothea Phares, May Hoopes, Harriet Smith, Imogene Laderoute, W. K. Swisher, Lowell Bowen. Bottom Row, l. to r.: Agatha Copman, Mary Ann Stinson, Mildred Thomann, Clara Martin, Hazel Dishman, Virginia Carson, Forrest Jones, Dollye Panigot, Opal Moore, Helen Karol, and Betty Price.

At the suggestion of Miss Virginia Carson, CTA President, and the St. Joseph Welfare Committee, St. Joseph teachers and administrators have established a chapter of the MSTA Accident and Health Insurance program.

Because over 50% of all St. Joseph MSTA members enrolled in the program, it was possible to provide insurance protection for everyone wanting it regardless of age or physical impairments. Insurance protection was made possible for 44 uninsurable members. A monthly payroll deduction for premiums was also arranged for the convenience of members.

Today we have over 90 chapters of our MSTA Insurance sponsored

by CTA's all over the State and in each instance many uninsurable members were able to get dependable health protection.

Our State Plan of Teacher Security has never increased its cost for hospital-surgical, weekly income or major medical coverages. Even more important, all members insured at retirement date are able to continue their protection at the same low rates. By working together in this program we assure ourselves of better coverage for less money.

If your CTA is not familiar with the State program for Teacher Security and the special benefits to be gained by working together, write the Association for full information.

happiness of most of us, to a large degree, depends upon the kind of families in which we grew up and in which we now live.

Not a day should pass in which we do not incorporate into our own teaching something wholesome about homes and family living.

Sincere effort in this type of

educational activity get surprising results. Parents will be more willing and helpful. Boys and girls will be more secure, less tense and will learn more and behave better. Teaching will be easier and more exciting. Such efforts will help you to be able to say in May or June of 1959: "I have been a better teacher this year."

Bunker Hill Dresses Up For Season Opening May 1

IMPORTANT improvements are in progress at the Bunker Hill Ranch Resort, making way for the coming vacation season.

The nine cottages along the Jack's Fork River, on the first level, are undergoing complete remodeling and modernization. Enough space is being taken from the porches to install sizeable half baths with stool, lavatory, closet and luggage space. The interior of the cottage proper is taking on a new look. Walls are being insulated and then covered with knotty pine. Some ceilings are being refinished with acoustical tile and all floors are being painted.

Completion of this project will bring all cottages, lodges and utility buildings to complete modernization, a feature that has long been desired.

A manager's maintenance workshop, large enough to accommodate the building and repair of boats, maintenance of camp furniture, the tractor, pickup truck and storage of materials is completed. A ten inch table saw, six inch joiner, pedestal grinder, pipe vice, machine vice, woodworking vice, bar clamps, hand clamps, "C" clamps, and work benches are among the tools equipping this shop. In addition to its usefulness, this building is beautiful and kept in design with all others.

May in the Ozarks, with all of the spring flowers, is a beautiful month in Missouri. Why not arrange to go to Bunker Hill early this season.

Teacher groups from Kansas City and Ferguson will be among those present for the opening of the Resort May 1.

Contributions

Contributions received since the March, 1959 issue of *School and Community* are gratefully acknowledged as follows: West Plains CTA, \$50.00; Belton CTA, \$10.00;

State Department of Education CTA, \$39.00; North Kansas City CTA, \$75.00; Oregon Co. CTA, \$100.00; Carthage CTA, \$25.00; Southeast Mo. Dist. Assn., \$300.00; Eldon Classroom Teachers Assn., \$10.00; St. Clair Co. CTA, \$5.00.

Daily rates for meals and lodging include: adults, \$4.50 per day; children under 12 years, \$3 per day; under six, \$1.50 per day; under two, no charge.

Weekly rates covering both food and lodging are: adults, \$25; children under 12, \$17; under six, \$9.50; under two, no charge.

Housekeeping cottages, available during May and June only, are: two adults, \$20 per week; two adults and one child, \$26 per week; two adults and two children, \$30 per week; children under two years, no charge.

For reservations, address Bunker Hill Ranch Resort, Mountain View, Missouri. Telephone WELLS 4-2333.

Play Casting

(Continued from Page 18)

auditorium at one practice session. I worked out a practice schedule of twenty-four two and one-half hour sessions, two night sessions and two afternoon ones for six weeks. I double cast all the major roles and assigned cast A to perform on Thursday and cast B on Friday night. Each cast was to practice one afternoon and one evening each week. That didn't allow time for memorizing lines at rehearsal but I have found it better discipline to insist on line learning off stage.

Some Problems

At first there was obviously some fear in the minds of the cast that one might get more of the director's time than another, or

that one might have more natural ability and so give a better performance.

Thus there was some desire to copy action and manners so as not to be outdone. But when I explained that I was sure one cast was as capable as the other, that dramatics is an art, creative and individual, and that I wanted each actor to bring to his part a personality created by his own ingenuity and inventiveness, they accepted the challenge. I pointed out to them also that the schedule of practice gave each cast the same time.

Double casting this time allowed me to use some students who worked part time and who could not have made each practice session otherwise. Again we played to two capacity houses. Those who saw both performances said they could see little difference in the quality of performance of the two casts. They enjoyed the innovations and original interpretations of each.

But more important to me was the knowledge that some forty-five students had been given stage experience when only twenty-five could have shared that experience in the old one-night stand.

Problems there were, of course. There was confusion; practice sessions were loud even when we enforced the no talking and no unnecessary movements rule. After all there were times when thirty people had to get up creaky steps to the stage. A few students had to be removed from the cast because they couldn't see the necessity of attending practice when their double could do it for them. Cast A had a problem of taking care of costumes and props so they would be ready for cast B on Friday night.

But I'm so sold on the educational values of it all that I'm at it again. I've double cast the spring play *Smilin' Through*. I will have to fight for survival, but "the valiant never taste of death but once."

Secretary's Page

Legislation

BY far the most significant school legislation before the Missouri General Assembly is the program developed by the interim committee. The passage of S.B. 166 modifying the foundation program formula to provide for additional state support of 26 million dollars per year is of first importance. Unless it prevails, there would exist no legal means for the distribution of additional funds.

The financing of our public schools is the almost terrifying task of the future. The enormous increase in births is now reflected in the elementary school. It will soon reach the high school. With the present shortage of teachers and buildings, with increased costs and demands, with taxes on property already burdensome in many communities, and with education more vital to the national interest than ever before, it is time for all citizens to take a long hard look.

The interim committee was a committee of the legislature. Its recommendations should be heeded before it is too late. Those who open mindedly read its official report, copies of which are available, will agree. Is it too much to expect that a wealthy state like Missouri should make available average state support for her schools. In 1957-58 total Missouri state support per pupil was \$101, while the average for the nation was \$135. S.B. 166 is based on average state support for 1957-58 and is below average now since other states are moving upward.

Remember that those who do not want to do anything can always find an excuse.

The necessity for teachers both individually and through their local community associations to keep in touch with their Senators and Representatives cannot be over emphasized. Get acquainted with them, interpret continuously local school needs, invite them to some of your meetings, recognize by word-of-mouth or by letter your appreciation when

they have assisted in the passage of desired legislation.

HR 22 AND S 2, pending in the Congress, are identical bills sponsored by the National Education Association. They provide a broad basic program of school improvement on a permanent basis.

If passed, it would mean to Missouri next year \$25.00 per child between the ages of five and seventeen, both inclusive, to be used for teachers salaries and/or school construction.

This amount would be increased \$25 per child of school age each year for three years when a total of \$100 per child would be made available.

With the passage of the mentioned state and federal legislation, decent and safe school rooms would be available for all. Salaries could be paid that would make it possible to attract and retain the highest quality of teaching personnel. The shortage of qualified teachers would vanish over night. Teachers could be paid enough to make it possible to devote all their time and efforts to the all important task of teaching. Our children and our country would be the beneficiaries.

In Brief

Have you informed the citizens of your district, including your Senator and Representative, as to what the interim program of the General Assembly means in terms of dollars and in terms of a local tax on property to equal it.

One continues to hear that the people voted the sales tax for old age assistance and the schools got part of it. Nothing can be further from the truth. In the first place, the people have never voted on a sales tax. It was passed by the Legislature. In the second place, the first sales tax law was enacted in January 1934, and old age assistance was not initiated until 1936. The law stated that among other things it was to be used for free public schools.

"The New Enrichment Program" in University City Public Schools

TWO new programs went into effect in the University City public schools this year designed to provide each elementary school child the individual attention he needs to learn as much as he can as fast as he can, in a classroom that is best for him. They are the enrichment and primary unit programs.

New Enrichment Program

During the past several years, an enrichment program has been provided for approximately ten percent of the most able children—the ten percent with the highest intelligence and records of achievement. In the third, fourth, fifth and sixth grades, those children received special instruction for one-and-one-half hours each week, during which time they worked on projects beyond the ordinary curriculum being followed by regular classes. The "enrichment classes" were conducted by special teachers.

Under the new program, enrichment is to be provided for *all* elementary school children within their own classrooms. The special teachers who formerly conducted the enrichment classes will serve as "helping teachers" for the benefit of all children. They will help provide all classroom teachers with new information and will suggest materials for enriching the educational experiences of every child in the elementary schools and for challenging each child to do the best work of which he is capable.

A study of the achievement and intelligence tests given to University City children has led to the

conclusion that in each of the present third, fourth, fifth and sixth grades, in each elementary school, children whose best interests require a heavier work load than usual should be in a classroom together—the "extended work class." Other children are divided among regular work classes at those grade levels.

The phrase "extended work classes" was adopted as an accurate description of the function of those classes. It describes the work, rather than the children, as a matter of public relations with the pupils themselves, as well as parents. It is not meant to imply to the children in the "extended work classes" that they are better than the children of other classes or to the children of "regular work classes" that they are in some way inferior to the children of the "extended work classes."

This is not a "three track" program. The "extended work classes" are for children with high achievement ratings. The "regular work classes" are for other children. "Regular work classes" are approximately equal to each other. Children may move in or out of the "extended work classes" from year to year as their individual needs change.

Primary Unit Program

Under the new Primary Unit Program the school administration and faculties are developing a system defining levels of achievement in each of the major learning skills—such as reading and arithmetic—

for use in the primary years, now grades one through three. Each child will move through the levels at his own best pace. A fast reader may be able to study fourth grade reading materials in his second year of school. A slow reader may still be studying first grade reading materials in his second year of primary school. This program differs in some respects from programs some other school systems refer to as the "ungraded primary."

The new system of achievement levels will enable a few children to be placed in the fourth grade after spending only two calendar years in primary school, instead of the usual three, but only if they are sufficiently mature emotionally and physically. They will not "skip" any work, since they will progress through all of the usual primary work, though at a faster pace than usual.

A few other children may spend an extra year at the primary level. They will not "repeat" any work, since they will progress through all of the work in turn, at a slower pace than usual.

The new primary unit plan will be put into effect step by step in some elementary schools. Others that have already been using a similar plan for many years will put the new plan into effect more rapidly.

About the Chart (next page)

The chart illustrates how children in one grade in a University City elementary school were re-assigned to classes last September.

There are 78 children in the

grade. Each child is pictured eight times. Four of the children are drawn in a manner that makes it possible to identify them for the purpose of giving examples. Their pictures appear as enlargements below.

The left half of the chart illustrates how the children were distributed among three classes when they were in the fifth grade during the 1957-58 school year. The right half of the chart illustrates how they are distributed among three sixth grade classes under the new enrichment program for the 1958-59 school year.

Each child's picture is placed to indicate the achievement rating he or she received in each of the major areas of learning in the "Iowa University Tests" given the children last March. Thus, the boy with the hat and striped necktie is ranked by the tests in the upper half of the tenth grade in reading and work-study; in the upper half of the ninth grade in language; and in the lower half of the eleventh grade in arithmetic. Needless to say, he is doing very well.

These children were tested during the second half of the fifth grade. If you were to draw a line across the chart between the achievement ratings "5½" and "6," it would represent the national average. The overwhelming majority of the University City children have achievement ratings well above that national average, in part because they have good schools and good teachers.

Old Enrichment Program

As the chart shows, last year all three fifth grade teachers had a very wide range of abilities and achievement in their classes, ranging over as much as six or seven grade levels in the various subjects. This year, each sixth grade teacher has a class with a smaller range of abilities and achievements.

All 78 children in the fifth grade were the subject of individual discussion between their teacher and the principal. Other tests, including intelligence tests, were given.

FIFTH GRADE PUPILS AT ONE SCHOOL												
Year	Regular Class "A"				Regular Class "B"				Class "C"			
Class	Regular Class "A"				Regular Class "B"				Class "C"			
Subject	Reading	Work-Study	Language	Arithmetic	Reading	Work-Study	Language	Arithmetic	Language	Arithmetic	Language	Arithmetic
11												
10½												
10												
9½												
9												
8½												
8												
7½												
7												
6½												
6												
5½												
5												
4½												
4												
3½												
3												

ACHIEVEMENT RATINGS BY HALF-GRADE

Each child was placed in a class that is believed to be the best for him or her.



Last year the boy with the hat and striped necktie, in "Regular Class A," stood far above almost all of his classmates in achievement. The boy with the glasses and bow tie was far below most of his classmates in achievement. It was difficult for the teacher of that class to give each boy the special attention he required—to challenge the boy with the hat to do even better, when he was already so far above his classmates; and to encourage the boy with the glasses to

improve, when he was so far outdistanced by his classmates. When the boy with the hat recited, the boy with the glasses could not understand him. When the boy with the glasses recited, the boy with the hat was bored.

This year, the boy with the hat is placed in an extended work class, where there are more children able to keep up with him in his work. In fact, he no longer rates even at the top of the class in language. He will be challenged, and his teacher will be able to give him and his classmates assignments more appropriate to their abilities.

This year the boy with the glasses is in one of the two regular

classes. He is encouraged to give to his classmates.

On tests, he could be the class leader. He will be challenged, and his teacher will be able to give him and his classmates assignments more appropriate to their abilities. In each principal's

THE SAME PUPILS IN SIXTH GRADE, 1958-59															Year
Class "C"		Extended Work Class "X"				Regular Work Class "A"				Regular Work Class "B"				Class	
Language	Arithmetic	Reading	Work-Study	Language	Arithmetic	Reading	Work-Study	Language	Arithmetic	Reading	Work-Study	Language	Arithmetic	Subject	
														11	
														10½	
														10	
														9½	
														9	
														8½	
														8	
														7½	
														7	
														6½	
														6	
														5½	
														5	
														4½	
														4	
														3½	
														3	

ACHIEVEMENT RATINGS BY HALF-GRADE

ACHIEVEMENT RATINGS BY HALF-GRADE

classes where he will not be discouraged. His teacher will be able to give him more special attention, to bring his achievement ratings up.

On the basis of the achievement tests alone, many of the children could have been placed in any of the classes. There are many children in the "regular work" classes who have achievement levels equal to many in the "extended work class." Many of the children in the "extended work class" might have been placed in a "regular work class" if achievement ratings were the only basis for a decision. In each case, the teacher and the principal, often consulting teachers

the child had in earlier grades, and with the help of the special services department, placed the child in the class where he or she will learn the most.



The girl with the hair-ribbon has achievement ratings that are quite high, but she has not been placed in the "Extended Work Class X" this year. She is an earnest girl, who works her very hardest, and she becomes very discouraged if she does not rank at or near the very top of her class when papers are graded. Her fifth grade teacher and the principal decided that the extended work class would not be best for her.

There will be many children at or near her achievement ratings in "Regular Work Class B"; she will be encouraged to do her best there; and she will have the satisfaction she needs in ranking well up in her class.



The girl with the pig-tails ranked below the girl with the hair-ribbon in all of the achievement tests. However, her fifth grade teacher and the principal believe she was not doing as well as she should. She is a child who is satisfied to work along with her classmates, at about the middle of the class, though she is capable

(See Enrichment, Page 45)



By LOIS KARDELL, Bayless

A FEW years ago the enrollment of our school followed the pattern of most of America's schools and increased by leaps and bounds. For many years we had been serviced by only one bus—making several short trips. There was little problem then in the children remembering if they took the first, the second, or the third bus.

There was only the one place to "wait for the bus" and, therefore, little confusion existed even for the kindergarten or new first grade child. The purchase of four busses making three trips each changed the situation.

With a thousand small fry from kindergarten through eighth grade, plus certain students in the higher sections riding, careful planning was necessary.

The first step, of course, was setting up routes. The superintendent compared neighborhood enrollment, checked families, clocked possible routes and selected the most desirable ones.

The kindergarten was given a bus for its sole use. The children are picked up and delivered as near as possible to their own homes. Since we have six sections of kindergarten, the different rooms are set up neighborhood by

neighborhood, so the bus does not have to "double track."

The name of each child, bus route, approximate time of pick up and return are mimeographed and sent to the parents of each kindergarten child. Later enrollees fitted in to this exact pattern.

Now, how could we help the little first grader or new pupil orient himself to his particular bus schedule? How could we help him feel relaxed and secure about getting home those first few days?

First Trial

Our first trial resulted in what may now be recounted with less concern than we felt on at least one occasion! We distinguished between bus runs by colors. Each child was given a button-type pin matching the color assigned his particular bus run.

A teacher rode the bus the first few mornings to see that each child received his button. That worked fine until one panicky teacher brought a bewildered looking first grader into the office—you guessed it—he had swallowed his button! The next step was to collect all the buttons and start our thinking anew.

Our second decision was to name the bus lines after concepts close

to every child's center of interest or experience. What concepts are common to the average "small fry"? What child does not know of Disney's Mickey Mouse or Donald Duck?

Every child, too, is familiar with Davy Crockett and many other frontier characters. And animals? The child's earliest experiences include mother or daddy showing him pictures of animals. We decided to use these basic understandings as bus names.

The names which we selected included Disneyland Bus: First run, Donald Duck; second run, Mickey Mouse; third run, Pluto.

To mark the loading zone of the Disneyland Bus, a Mickey Mouse character cut out of wood was painted and erected. A picture of the character designating a particular run was placed in the window while the bus was waiting to be loaded. Patrol boys removed the picture when the bus started.

The Zoo Line was marked in its loading zone by a giraffe—gaily painted, extending his long neck skyward. The first, second, and third runs were designated as the Elephant Run, the Panda Run, and the Tiger Run. Pictures of each of these animals were also

placed in the window as the children were taking the bus. The giraffe marking the line, plus the individual animal marking the bus run itself made doubly sure that the child had the right bus.

Frontier Line

A picturesque covered wagon designated the loading place for the Frontier Line. Annie Oakley, Davy Crockett, and the Lone Ranger were easily selected as meaningful names.

Since one of our new subdivisions is Indian Hills, the names Apache, Sioux, and Warrior assured those children of the right runs home. An Indian headdress marked the loading spot and appropriate pictures led the children to their own bus.

This year when we add our fifth bus—we may take advantage of current interest and the Airway Line may be added. I presume a Bomber, Explorer, Jet Line, or Stratocruiser would strike the interest of the child. Maybe a Story Book line would be better—with Cinderella, Goldilocks, or Robin-hood Routes being added. We will decide before bus information is mailed out to each parent when school starts.

On the first day of school we spend the necessary time practicing loading the different busses for going home. Each child knows his route name and where to stand. As we keep the names in alphabetical order, the teacher knows at once if it's first, second, or third bus.

Now, it's easy—a new child enters school!!! We go over our bus schedule to find the bus most convenient to his home. We take him to the sign designating his loading station—say the totem pole. We will tell him he's an Apache. The parents are mildly amused by our route names and have no difficulty in remembering them. He's off to a good start and one thing is *for sure*—he never forgets his bus line as he has a meaningful, visual concept which has been a part of his everyday experience.

AN Adventure *With Textured Materials*

By Agnes Burnfin
Southeast Elementary School
Parkville

OUR second grade room decided to work with textured materials. We chose to make a barnyard scene because we were talking about farm animals in social studies.

The background for our picture was a large piece of cardboard. The children were asked to bring small scraps of cloth and yarn for the figures. Corrugated cardboard such as light bulb cartons was used to make the barn. The fence was made of ice cream sticks and yarn. Yarn was also used to make the clouds and the sun.

The children decided what animals they wanted to make and drew them on manila paper. The patterns were then cut out and traced on the cloth. There were amused expressions on the faces of children when their pig turned out to be striped or their cow appeared in polka dots.

The cows did turn out in several varieties and I must admit that some of them would not be good

examples for a dairy farm.

Each animal was given an eye by pasting a sequin in place.

When all of the parts for the picture were ready, they were pasted in the desired places on the cardboard. We found that bulletin board wax helped to hold some of the more stiff materials in place.

Two or three children added background lines to the picture by using colored chalk.

The materials used in our picture are examples of only a few materials that can be used to make a collage. Some other possibilities include buttons, string, cotton, pipe cleaners, and many other such materials.

When our picture was finished it was placed on a bulletin board in a conspicuous place in the corridor. A ruffle of crepe paper helped to add a bit of contrasting color. Many people stopped and looked at this collage as they were walking in the corridors. Wouldn't you stop and look at a purple cow?



Bright plaid animals amuse Miss Agnes Burnfin, Parkville second grade teacher, and Harold G. Furicher, elementary principal, as they look at a scene made from cloth by Miss Burnfin's class.

STUDENTS



Direct STUDY HALL

By BILL M. WILLIAMS, St. Louis

RECENTLY, while visiting a highschool, I noticed that the study halls were being kept by students. These study halls were more quiet than the ones that I used to sit in or the ones I have visited since.

Not a few, but every student actually was busy studying. No whispering or murmuring could be heard, nor were there paper-wads flying through the air. Even the pupil in charge of the study hall was at the front desk busily engaged in preparing for the next day's lessons. Very few, if any, pupils noticed my being in or near the study halls.

Later on in the day the principal explained to me how this all started and his thinking on the subject. He was proud of how the study halls were working because he was the third principal in three years.

It seemed to me as we sat talking, that some other schools might be interested in this project. Besides releasing a good teacher for other duties, it might help to entice some boy or girl into the Future Teachers of America and later the teaching field.

All Take Turns

This leadership project itself consists simply of members of the senior class taking over the responsibility for all the study halls. All members of the senior class have the opportunity to be a study hall teacher for at least a week or month. During that time, they have all the responsibility and authority of a regular study hall teacher.

While this is an extremely difficult task for a student to perform,

simply because it is always hard to control the actions of others, and especially those of our same age, the student is assisted by the opinion and attitude of the entire senior class. This portrays very simply what the project is and how it is organized.

Why do students want to do this? What do they hope to accomplish? I shall try to state their reasons as the principal told me.

The seniors recognize that only a few short months remain before they commence assuming their roles in the community. They desire an outlet for the pride they feel in themselves as a group. Therefore, they wish to leave behind them a way of school life which may long exist in the hearts and minds of all those students following them.

They realize that a high percentage of the student body are and would be citizens of the highest quality anywhere. Yet, unfortunately, highschool students in many places suffer a bad reputation and are classified in general as near delinquents due to the activity of only a few of them. This project, which exemplifies self-control and high ideals, emphatically refutes any such notions so far as their student body is concerned.

Along this same line, these highschool students are proud of their school and the reputation in this area and the state that it has acquired over the years. They wish to feel, however, that the outstanding achievements of the many organizations are reflections of, and built upon, the general quality of the student body.

Without this feeling and justifi-

cation, there would be little reason to participate in interscholastic competition. By attempting a very difficult project involving the entire student body, these students are endeavoring to reinforce and extend that reputation.

Assuming Responsibility

These senior students know that the complete and ultimate success of the democratic way of life depends upon how well individuals assume the responsibilities inherent in the democratic structure. They realize also that everyone may come to a time and place where he should exercise leadership for the welfare of the community. So realizing, they desired the opportunity for experience while in a sympathetic group and where help based on long experience was readily available.

The seniors also realize that skills in handling people is an extremely valuable asset in the commercial world. While knowledge is necessary to many promotions, it is apparent to these students that they need practice in controlling groups for the benefit of the group. They realize that this should be an invaluable asset in their future careers.

Next, these seniors have a social conscience, a feeling of responsibility for the other members in their group. They feel that they can keep some from making serious mistakes better than the faculty, due to their more intimate association with the students. Some students, for instance, get into such serious difficulty unnecessarily, that they drop out of school entirely. Others build such a poor character record (excluding the academic) (See Study Hall, Page 40)

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ITEMS OF INTEREST

Martha Homan of Kansas City is the new English and speech teacher in the Raymore highschool.

Mrs. Ethel H. Nolte of Ferguson has joined the staff of DeSmet elementary school in Florissant to teach the fifth grade.

Clarence O. McDonald, principal, Hazelwood highschool, for the past six years, was recently promoted to assistant superintendent of schools in charge of the instructional program effective July 1.

Mrs. Mary Jane Kemp has been hired as art instructor in the New Franklin school.

Mayo Sanders, 6th grade teacher at St. Genevieve, resigned his position Feb. 1 to enter the University of Missouri.

Leslie Short of North Kansas City has been employed as part-time music teacher at Raymore.

Carl Jordan, teacher of history at Wellsville, has resigned effective at the close of this school term.

Dr. Adrian J. Durant, Jr., Staff Psychologist, State Department of Education, has resigned in order to accept employment in the Special District for the Education and Training of Handicapped Children of St. Louis County.

Harry E. Hall has been rehired as superintendent of the Canton schools.

Don Robinson, formerly employed in the Ava school system, is the new teacher of art and industrial arts in Gainesville.

Earl H. Smith, superintendent of the Edina public schools for the past 15 years, has announced that he will retire at the end of this school term.

William Sims of Sikeston began his duties recently as vocational agriculture teacher in the Summersville highschool.

Mariano Maya of Madrid, Spain and formerly a teacher of the Soldan highschool in St. Louis, is now teaching Spanish in the St. Clair highschool.

Mrs. Gene Hall of Bowling Green has been appointed by the Cyrene board of education to teach in the intermediate grades. Beverly Hagan of Hannibal resigned this position to enter Northeast State Teachers College for further professional training.

Joe Ebrite has resigned his position on the faculty of the Gainesville public schools to accept employment with an oil company. **Carl Hartley** of Gainesville is his successor.

Noel R. Shortt, teacher of industrial arts at Everton, has been appointed to a similar position in the Bradleyville highschool.

Emmett Page recently retired as crafts teacher at Pershing school at the Missouri Training School in Boonville.

Gale T. Bartow, superintendent, New London schools, has had his contract renewed for a two-year period.

George R. Loughhead, superintendent of the Poplar Bluff school district since 1928, will retire at the end of this year.

Maxine Robinson has been employed as a first grade teacher at Matthews R-5 school.

Karen Lynne Hockaday has been given a contract to teach in the Ferguson-Florissant school district.

Mrs. Dorothy Castle has resigned from her position as first grade teacher at Parker Road school in Florissant.

James Perkins has been employed as an elementary teacher in the Wentzville system.

Emory C. Parks, associate principal, William Chrisman highschool, Independence, was recently designated director of instruction for the Independence public schools.

Floyd Cokerham, a member of the LaPlata school faculty for the past 16 years and superintendent for the last seven, has resigned effective July 1, 1959.

Eneas A. Ashbrook, science teacher in the Dexter highschool, has resigned because of failing health.

Edward J. Shelton, serving his second year as junior highschool principal in the Independence system, was recently promoted to associate principal at William Chrisman highschool in this district.

John Miles, mathematics instructor at Nevada highschool, has been selected to receive the National Foundation fellowship which will provide him with the opportunity for a year of study at Oklahoma State University.

Mrs. Merrie Sadler of Mayfield, Kentucky has been employed to succeed Eneas A. Ashbrook as science teacher in the Dexter highschool.

Mrs. Harold Kottman has joined the faculty of Centralia highschool as a teacher of physics, general science, biology and citizenship.

Walter England has been hired as superintendent of the Oregon County R-4 District.

Superintendent R. D. Guthrie and his wife, a highschool teacher, have resigned their positions at Newburg.

Marvin Knoblaugh will assume the position of basketball coach at Verona next fall, succeeding Kenneth Fields, who is retiring.

Martin Britt has accepted a position as a vocational agriculture teacher at Clarkton highschool.

Dr. and Mrs. C. F. McCormick of Springfield will conduct a tour July 11-19 covering the European festivals in Holland, Belgium, France, Switzerland, England and Scotland.

Hope Elsie Harris, second grade teacher at Weaver School, Springfield, is the new president of the Springfield branch of the Association for Childhood Education International. Other officers are Ann Keller, vice-president; Mrs. Elaine Sisk Eslinger, treasurer; and Mrs. Wanda Alexander, primary division vice-president.

100% COUNTIES

Counties that have achieved 100% enrollment in the Missouri State Teachers Association since the list was last published in this magazine are given below:

County	County Superintendent
Barry	M. M. Hess
Carter	J. S. Allen
Gentry	Leroy Elam
Grundy	Walter Liebhart
Iron	Andy Trask
Miller	Carroll J. McCubbin
Newton	Tony Woodrum
Shelby	G. H. Jordan
Sullivan	Basil D. Murphy
Worth	Kenton Thompson

NORTHEAST PRINCIPALS MEET IN HANNIBAL

Elementary program problems and special education were topics of the main talks at the last meeting of the Department of Elementary School Principals of the Northeast Missouri District Association in Hannibal.

Superintendent of Schools E. T. Miller welcomed the group and spoke concerning Hannibal's building program. Other speakers were Richard Dabney of the State Department of Education, who discussed special education. Chester Calvert, also from the State Department of Education, spoke in the afternoon about "Identification of Problems in the Elementary Program."

A STUDY OF PUPILS AGED 9 TO 11

Most children aged nine through eleven are healthy and active, curious about everything and eager to learn, striving for competence, seeking independence, concerned about personal

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and family situations, and turning to peers for friendship and security.

These are some of the facts introduced in a new publication of the Office of Education of the U. S. Department of Health, Education and Welfare. Entitled "Educating Children in Grades 4, 5, and 6," the 216-page, illustrated book is the result of countless conferences with educators and considerable research. It seeks to find the problems involved in the schooling of this particular age group, and offer some suggestions for solving them.

The book is \$1 from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

MISSOURI ART TEACHERS PLAN SPRING CONFERENCE APRIL 17-18 AT RITENOUR

"Art Education Today and Tomorrow as a Dynamic Force in Child Development" is the theme of this year's Missouri Art Education Association Spring Art Conference.

The meeting will be April 17 and 18 at Ritenour Consolidated Schools in St. Louis County.

Friday's program will feature talks by Dr. Gus Fruendlich of George Peabody College for Teachers on "Where Does Art Education Go From Here?" and by Lynn Twitty, superintendent of schools, Sikeston, on "A Superintendent Looks At Art Education." Also scheduled for Friday are buzz sessions and two artist demonstrations.

Focal point of Saturday's program will be an artist painting demonstration and 18 simultaneous teacher demonstrations.

Preregistration is desirable, according to Estelle Milovich, Ritenour art director and chairman of the conference. Non-MAEA members who wish to attend the conference can obtain blanks from Nancy B. Altvater, Route 1, Manchester, Mo.

Registration is \$2 for members and \$3 for non-members.

The conference begins Friday with registration from 8:30 to 9:15 a. m. Superintendent Wendell L. Evans will give the welcoming address. Also on the Friday morning program is the Ritenour exhibition and commercial exhibits.

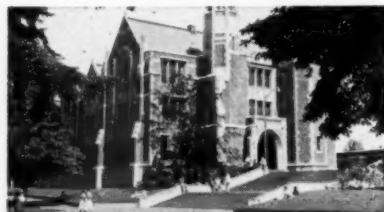
Chief emphasis in the afternoon will be on buzz sessions. Those attending may choose from: Broadening the scope of the gifted child; co-ordinating the art program through sequential experiences; relation of creative experience to art appreciation at the secondary level; motivation of the primary child for creative expression; and overcoming handicaps when teaching creative crafts in the self-contained classroom.

From 3:30 to 5 p. m. Friday, Fred Dreher will demonstrate plastic sculpture and Elizabeth Phelan will demonstrate wood sculpture.

Dinner Friday night will feature reports from the National Art Education Association Conference by Evelyn Buddemeyer and Bill Neuman.

A painting demonstration by Siegfried Reinhardt will highlight Saturday morning's session. From 10:15 a. m. until noon teacher demonstrations will be given in three areas: elementary level, junior high level and senior high level. Teachers may attend all demonstrations on any level. On the elementary level will be tempera painting, prints, construction, paper sculpture, ceramics and experimental painting. The junior high area includes experimental enamels, balsa construction, abstract design, watercolor and ceramics. Silver jewelry, printing tech-

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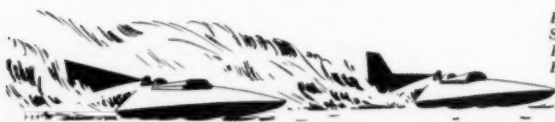
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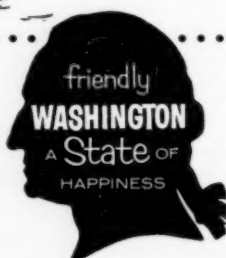
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niques, ceramic sculpture, mosaics, brayer painting and mixed media graphic arts will be demonstrated on the senior high level.

The conference will end with a luncheon at 12:30, featuring a brief summation and business meeting.

SCHOOL MUSIC CLINIC ANNOUNCED

A conference in elementary school music for classroom teachers will be held July 20-24 on the Northeast Missouri State Teachers College campus at Kirksville.

The conference will meet from 3 to 6 p. m. daily for the five-day period. One semester hour of college credit may be earned.

Guest clinician will be Miss Patricia M. Reilly, associate professor of music education at Coe College, Cedar Rapids, Iowa.

Miss Reilly served as supervisor of public school music at Ripon, Wisconsin for two years and at Two Rivers, Wisconsin for eight years prior to her present appointment. She also taught at Wisconsin State College and spent a summer in Europe under the auspices of New York University studying comparative education at the Universities of London and Heidelberg.

Further information about the conference may be obtained from Dr. Lan-

sing W. Bulgin, assistant professor of music education at the college.

VOCATIONAL EDUCATION

The period of most urgent need for guidance occurs early in the school years when crucial decisions are made regarding the educational programs of the student.

This statement is one of the highlights of a new booklet issued by the U. S. Office of Education. The publication, "An Approach to Individual

Analysis in Educational and Vocational Guidance," offers methods by which individual students can be helped to prepare for advanced training either in vocational or educational guidance. One way to do this, the books says, is to develop curriculums, provide educational and vocational guidance services and stimulate motivation.

The booklet is 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Room party for PTA meeting

With grade school youngsters learning space too, go along with history in the making and give a space party



Costumes for space party shown, other space suits and helmets, are all clearly and simply given you in diagrams in Supt. Miller's handbook "The Spaceman at School and at Home."

3 tips for getting up party Most helpful is booklet "SPACEMAN AT SCHOOL AND AT HOME" which in 8 pages gives you simple, easy, see-at-a-glance directions for: 1-decorations, table centerpiece, favors; 2-clever space costumes; 3-"outer-space" refreshments—easy, low cost.

NEW HORIZONS
a suggestion
we hope proves helpful

TO GET booklet described, THE SPACEMAN AT SCHOOL AND AT HOME; 24 pages; 8½ x 11"—just write SUPT. BRUCE MILLER, Box 369, Riverside, Calif. —and send 50¢, postpaid,



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Dear Sirs:

In March, 1958, I became ill and was forced to spend six weeks in Missouri Baptist Hospital in St. Louis, Mo. I had taken out a policy with your company several years ago, and had just added the "Major Medical" policy about two years ago. Immediately upon entrance at the hospital, your insurance took over. At the conclusion of my period in the hospital, I found that your insurance paid approximately ¾ of all my accumulated medical expenses—hospital and doctor.

Needless to say, it was a blessing, and without it I would have had a financial burden too great for me to bear. I have taught school 36 years, and have not been able to accumulate too much of these worldly goods, so I should have had to deplete my life savings in order to take care of this unforeseen trouble, had it not been for your insurance.

I think every teacher in the profession should realize what a fine opportunity they have for such a policy. I do not know what I would have done without it.

Sincerely,
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Former Head Librarian
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PARKVILLE HONORS THOMAS B. CHINN

The R-5 board of education at Parkville recently honored a longtime teacher, Thomas B. Chinn, by naming a new elementary school after him.

A sixth grade teacher at the Parkville elementary school, Mr. Chinn was the guest of honor at a meeting at Park Hill highschool when the announcement was made. The community teachers association also presented him 50 silver dollars in recognition of his 50 years of service as a teacher.

EX-STUDENTS HONOR DR. W. W. CARPENTER

Nine college presidents, nine deans, 33 college teachers, one principal of a school for the blind, three workers in the U. S. Office of Education and several other graduates of the University of Missouri College of Education met recently at the University's Student Union to honor their former teacher.

Guest of honor at the meeting was Dr. W. W. Carpenter, professor of education at the University of Missouri for 31 years. He will retire August 31.

Dr. Carpenter, a veteran of 45 years in the teaching profession, was given \$500 by the students in gratitude for his work with them.

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INDIANA STUDIES HIGHER EDUCATION OF CAPABLE STUDENTS

Guidance programs should be intensified in the highschool in order to draw capable youth to colleges, a recent bulletin of the school of education at Indiana University suggests.

Entitled "Why Capable High School Students Do Not Continue Their Schooling," the study is the product of a survey of students, parents and highschool officials. Chief emphasis was placed on the youths in the upper 10 per cent of their classes who did not continue their education.

In attempting to solve the problem, four questions were posed:

What percentage of capable youths fail to continue their education beyond the highschool?

What are the causes for their failure to continue?

What measures can be taken that may help encourage students to continue their education?

What has been done by the school or home to encourage these youths to continue?

At the end of the study, officials formulated several recommendations, which are adaptable to schools other than those in Indiana:

School officials should extend

counseling services to include planned conferences with parents.

Students, especially girls, should be instructed relative to definite advantages of further education.

Capable youths should be allowed to view clearly advantages of further education or military service.

Youth and parents need to learn of the already existent facilities for additional education.

More use should be made of college representatives as consultants.

Parents, schools and communities should re-examine attitudes toward providing for further education for girls.

MIDWEST EDUCATORS TO MEET IN TOPEKA

The Midwest Regional Conference on Educational Leadership is scheduled for April 5, 6 and 7 this year at the Jayhawk Hotel in Topeka, Kansas. Theme for the conference is "Upgrading Educational Opportunities—A Challenge to America."

P. J. Newell, Jr., superintendent of schools, Farmington, is the Missouri representative for the Conference. He said the conference includes Missouri, Kansas, Iowa, Nebraska, Minnesota, North Dakota and South Dakota.

Ruth Stout, NEA president, will speak at the first general session Sun-

day evening. The conference opens at 4 o'clock Sunday afternoon with a reception and coffee.

The second general session Monday will feature Martin Essex, superintendent of schools at Akron, Ohio, and AASA president. That afternoon will be devoted to discussion groups in guidance, foreign languages, physical science, audio-visual aids, mathematics, creative writing, school district reorganization, county superintendent, television teaching and social sciences.

The meeting's close will come with a luncheon Tuesday, featuring an address by J. C. Wright, state superintendent of schools for Iowa.

BOOK REPORTS ON TEACHING GUIDES

The need for guidelines in curriculum development is pointed out in a new book issued by the U. S. Office of Education, "English Language Arts in American High Schools."

The book indicates that 21 states now have courses of study or guides in highschool English. About one-fifth of the English courses of study and curriculum guides are planned or written in conjunction with a local, county or statewide group, the report says, and personnel assisting in the plans for study courses include English teach-

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ers, other teachers, administrators, librarians, audio-visual directors, counselors, researchers, consultants, students and lay persons.

Generally, the book offers an overall view of what courses are being taught in English classes and what methods of approach are being implemented. The book can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for 50 cents.

S.E. MISSOURI TEACHERS PLAN SPRING MEETING

Members of the Southeast Missouri Teachers Association District have cast a considerable majority of votes in favor of a spring meeting for the association. In balloting among member schools, teachers voted more than four to one in favor of holding the meeting in the spring, rather than in the fall.

The executive committee of the group met recently and decided to hold a spring meeting March 17 and 18, 1960.

Their action came after the school-by-school poll showed 2135 teachers favored the spring meeting to only 580 who wanted to retain the fall program.

It rescinded earlier action which had set the next teachers meeting for Oct. 16.



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June 15-August 7

The Summer Session is an integral part of the total program of the University of Missouri. It will include approximately 750 courses for credit in addition to workshops, conferences, institutes, clinics, demonstrations, lectures, and organized recreational activities.

All divisions of the University will offer Summer Session work. They will include:

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College of Engineering

Graduate School
School of Journalism
School of Law
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School of Veterinary Medicine

SUMMER SESSION INSTITUTES:

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Biological Science
Guidance and Counseling

For Information Write:

Director of the Summer Session
107 Hill Hall — University of Missouri — Columbia, Missouri

ENGLISH TEACHERS ORGANIZE

The newly-organized St. Louis Suburban Teachers of English held an inaugural luncheon March 20 in the Steamboat Room of the Mark Twain Hotel in St. Louis.

The organization is designed to provide local teachers of English at the secondary level with the opportunity to participate in workshops, hear speakers and exchange professional ideas.

Officers are Margaret Farrar, president; Margaret Nichols, vice-president and Mary Mayhall, secretary.

MISSOURI SCHOOLS WIN FREEDOMS AWARDS

McCoey Memorial highschool in Hannibal; Normandy senior highschool, St. Louis; and Joplin senior highschool of Joplin have been designated recipients of 1958 Freedoms Awards from Freedoms Foundation at Valley Forge.

The Hannibal school will receive an award in the Benjamin Franklin category, a Valley Forge library award.

Joplin and Normandy senior highschools will receive a George Washington honor medal award. Normandy highschool will also receive \$100.

STOUTLAND SCHOOLS PLAN SUMMER SESSION

Patrick D. Smith, superintendent of schools, Stoutland, has announced

plans for a summer session July 13 to August 7 in Stoutland schools.

Courses to be taught are kindergarten for children entering school next year, and highschool courses in business and commerce, science, mathematics, social science, literature and English.



Sarah Pasma, 17-year-old future teacher from Juneau, Alaska (holding message) helps to seal the "Time Capsule" containing predictions from governors on the future of education in their states in the next 40 years. This ceremony was part of the three-day activities held recently marking completion of the new \$7 million National Education Association headquarters in the Nation's Capital. Looking on are (l. to r.): Harold L. Lickey of Marshall, Missouri, instructor of instrumental music, Marshall highschool, and NEA director; Sarah; Ruth A. Stout, president, NEA; and C. H. Lindemeyer of Kirkwood, 9th grade social studies teacher, Nipher Jr. highschool, and president, Missouri State Teachers Association.

ROLLA BUSINESSMEN HONOR TEACHERS

Teachers who had taught in Rolla schools for more than 10 years were honored at the annual banquet of the Rolla Chamber of Commerce, February 25. The principal speaker was Senator John Noble, Kennett.

NEW DISTRICT FORMED IN BUTLER AREA

Butler area voters approved Feb. 19 a plan which makes possible a considerable enlargement of School District R-V. The new district includes all of 18 rural districts, part of four others and most of the Passaic district.

Assessed valuation of the proposed area is \$7,708,358 according to Superintendent M. G. Keisker. There are about 1,105 students in the area in grades one through 12, and about 159 square miles of territory.

ST. CHARLES AREA HAS NEW SCHOOL DISTRICT

Voters who reside north and east of St. Charles now have an enlarged school district.

Fifteen rural school districts were involved in the vote, and the results of the election cuts the number of St. Charles County school districts from 21 to seven.

The new R-V school district has a valuation of \$8,657,320; some 1,091 chil-

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—June 8 - August 14

• EARLY SUMMER TERM

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• LATE SUMMER TERM

—July 13 - August 14

• MID-SUMMER TERM

—June 22 - July 24

• INTERSESSION

—August 17 - August 28

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It also provides for conversion without evidence of insurability to a special level premium plan of life insurance available only to the members of the Missouri State Teachers Association.

And best of all, annual premiums are as low as \$5.37 per thousand dollars.

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dren between six and 20 years old; and a total area of about 118 square miles.

MISS SCHOWENGERDT SEEKS REELECTION

Miss Margaret Schowengerdt's term on the executive committee of the National Education Association expires this June.

Groups have already announced



Margaret Schowengerdt

they will place her name in nomination for a three-year term to the committee at the meeting of the assembly of delegates of the National Education Association to be held this year in St. Louis City, June 28-July 3.

Originally Miss Schowengerdt enjoyed the endorsement and backing of her local CTA, the St. Louis Suburban Teachers Association and the Missouri State Teachers Association in seeking this post.

She has served the profession admirably in various capacities including the presidency of the Department of Classroom Teachers of this state and as president of the Missouri State Teachers Association.

She also served a term on the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

Based on her record of achievement she certainly deserves the united support of the teaching profession.

DR. LOVINGER TO SPEAK AT FAMILY RELATIONS MEET

Dr. Warren C. Lovinger, president of Central Missouri State College at Warrensburg, will be one of the principal speakers at the annual Missouri Council of Family Relations April 25 at Stephens College, Columbia.

VOTERS ENLARGE PLATO R-5 DISTRICT

Voters have approved an enlarged district for the Plato R-5 District. To

be added to the existing area are Plato C-5, Bloodland C-7 and Cedar Bluff No. 96 in Texas County, along with a portion of Gasconade C-4 in Laclede County.

Important ★ EVENTS

APRIL

- 1 Teaching Career Month, April 1-30, 1959.
- 1 National Council for Teachers of Mathematics Annual Meeting, Dallas, Texas, April 1-4, 1959.
- 3 Missouri Council of Social Studies, Student Union Bldg., University of Missouri, Columbia, April 3-4, 1959.
- 4 Business Education Department MSTA, Ninth Annual Spring Conference, University of Missouri, Columbia, April 4, 1959.
- 4 Special Education Regional Conference, Poplar Bluff, April 4, 1959.
- 5 Midwest Regional Drive-In Conference on Community School Administration, Hotel Jayhawk, Topeka, Kansas, April 5-7, 1959.
- 7 Council for Exceptional Children Annual Convention, Atlantic City, N. J., April 7-11, 1959.
- 11 Annual Elementary Education Conference, William Jewell College, Liberty, April 11, 1959.
- 11 Department of Classroom Teachers, MSTA, University of Missouri, Columbia, April 11, 1959.
- 12 National Library Week, April 12-18, 1959.
- 13 Elementary School Principals MSTA Spring Conference, University of Missouri, Columbia, April 13-14, 1959.
- 13 Audio-Visual Instruction Department, NEA, Annual Convention, Olympic Hotel, Seattle, Washington, April 13-16, 1959.
- 17 Missouri Art Education Association, Spring Conference, Ritenour, St. Louis County, April 17-19, 1959.
- 17 Industrial Education Meeting, University of Missouri, Columbia, April 17-18, 1959.
- 18 Special Education Regional Conference, Joplin, April 18, 1959.
- 23 Association of School Business Officials of Missouri Spring Conference, The Elms Hotel, Excelsior Springs, Mo., April 23-25, 1959.
- 25 Missouri Council of Teachers of Mathematics Spring Meeting, Lindenwood College, St. Charles, April 25, 1959.
- 25 Missouri Council on Family Re-

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lations, Stephens College, Columbia, April 25, 1959.

MAY

- 1 Central States Modern Language Teachers Association Meeting, Statler Hilton Hotel, St. Louis, May 1 and 2.
- 2 Special Education Regional Conference, Chillicothe, May 2, 1959.
- 8 Spanish Participation Day, University of Missouri, May 8, 1959.

JUNE

- 3 Vocational Agriculture Teachers Conference, University of Missouri, Columbia, June 3-5, 1959.
- 22 School Publication Sponsors, University of Missouri, June 22-27, 1959.
- 25 Missouri Association of School Administrators, University of Missouri, Columbia, June 25-26, 1959.
- 28 NEA Annual Convention, St. Louis, June 28-July 3, 1959.

JULY

- 8 Kindergarten Conference, University of Missouri, Columbia, July 8, 1959.
- 9 Annual Reading Conference, University of Missouri, Columbia, July 9-10, 1959.
- 20 Joint Meeting of School Secretaries of Missouri and National Association of Educational Secretaries, St. Louis, July 20-24.

AUGUST

- 10 MSTA-NEA Conference for Community Teachers Association Leaders, Bunker Hill Ranch Resort, August 10-14, 1959.

SEPTEMBER

- 27 Annual Conference Missouri Association of Secondary School Principals, MSTA, University of Missouri, Columbia, Sept. 27-29, 1959.

NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis, November 4, 5 and 6, 1959.

DEATHS



J. T. HODGE

Funeral services were held February 4 for J. T. Hodge, 88, lifelong Barry County educator who died February 1 in a Mt. Vernon hospital.

W. A. SCHEIDEMANTEL

Wilbur Andreas Scheidemantel, 46, former teacher in Dent and Phelps counties, died Jan. 12 at his home in Avenal, Calif.

JUNE ALGEO

June Algeo, 63, teacher in Lebanon schools for 35 years, died Jan. 24.

MAY SHORE

May Lou Shore, 71, died Feb. 7 in

Menorah hospital in Kansas City. She had taught for 51 years, 37 of them in the same room at James school in Kansas City.

MRS. ALLIE WILLIAMS

Mrs. Allie Williams, a teacher in the Gundlach school, St. Louis City, died last January.

MRS. LEO TANNER

Mrs. Leo Cordelia Swearengin Tanner, 67, a former teacher in Greater Kansas City area, died unexpectedly Feb. 17.

ANNA M. CLARK

Anna M. Clark, 86, retired Webster Groves teacher, died Feb. 12.

I Want To Be

(Continued from Page 15)

are just as much of a challenge to us, the teachers. We must develop a spark of desire of doing, of thinking, of placement in society. The big task is to create interest, curiosity. It's up to the teacher to go on from there.

Study Hall

(Continued from Page 28)

that their highschool record proves more of a hindrance than a help in securing good jobs after high-school.

Last, one very strong desire of all teenagers is to free themselves from the restraint of authority, to come to grips with the realities of life that adults are always telling them about.

Briefly, they want to know what it's like to accept adult responsibility, whether they are capable of it, and whether they will be treated and respected as adults if they are able and do. They realize, of course, that by so doing that they are creating their own authority. But like adults, they would rather keep their own house in order than have someone else do it for them.

Because our accomplishments are never any larger than our dreams, these students deserve the commendations and respect of all parents and teachers, and should be encouraged to start other projects like this one.

NEW FACULTY MEMBERS

MEHLVILLE

Jeanne E. Morgan, 6th, Oakville; Barbara Moeller, 1st, and Bernice Niedringhaus, 1st, Forder; Ileana Kanter, 1st, St. John; Esther Sclair, 1st, Washington.

Platform

(Continued from Page 11)

qualified competent classroom teacher is a vital factor in an effective educational program.

Teacher Welfare

1. Salary: The Department believes that maximum and minimum salaries of teachers throughout the state should be in line with the value of their services to society; that teachers of equivalent preparation and experience should receive equal pay, regardless of grade taught, creed, race, sex, marital status, or number of dependents; that in the event of the extension of the contractual year, salaries for the extended period should be commensurate with the basic salary schedule.

2. Teacher Load: The Department believes that there should be a reasonable, carefully defined work load for all teachers, which takes into account the demands upon them for class preparation and other essential out-of-class duties.

3. Cumulative Sick Leave: The Department believes that every school system should provide adequate sick leave for its personnel.

4. Professional Leave: The Department believes that Boards of Education and Administrators should be encouraged to establish policies for leaves of absence and released time for teachers.

5. Continuing Contract: The Department approves the principle of teacher continuing contract in order that professionally qualified teachers will enter and remain in the profession. It believes in the use of fair dismissal practices in order that undesirable people may be removed from the teaching profession by an honest and orderly procedure.

6. Retirement: The Department believes that teachers should have adequate benefits and an actuarially sound retirement system.

Ethics

The Department believes that teachers and those preparing to teach should study, understand, and adopt the MSTA and the NEA Codes of Ethics.

IV. Adoption and Amendment of Platform

Be it resolved that this platform be adopted as a statement of policy of the Department of Classroom Teachers of the Missouri State Teachers Association regarding the functions and purposes of education in our democracy. Changes in this platform may be made by a majority vote at any annual meeting of the Department of Classroom Teachers.

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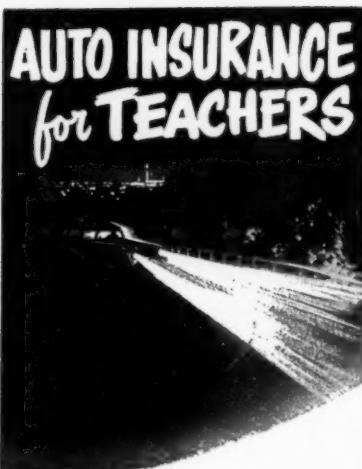
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6. **What Every Writer Should Know.** A 24-page manual of helpful hints, do's and don'ts for writers. It answers questions on how to prepare a manuscript, how to submit it to a publisher and points out the benefits and pitfalls that face writers. (Exposition Press)

17. **With World Book—Science is Method** is a brochure that provides for your students help with science learnings and gives insight to scientific methods. (Field Enterprises Education Corporation)

24. **Worktext Catalog** lists worktext, workbooks, teaching aids, texts, readers and library books. The fields covered are mathematics, science, reading, music, history, geography, industrial arts (drawing and shopwork), health and many others as well as many types of achievement, evaluation and objective tests for specific needs. 80 pages. (The Steck Company)

33. **Brochure** which outlines the assistance available to persons who have written a manuscript and who wish to know how to go about having it published.

(Greenwich Book Publishers)

57. **Library Catalog**—lists children's books in picture-in-buckram library bindings, with recommendations and curriculum areas noted. (Follett Publishing Company)

79. **Bulletin** giving preliminary plans for courses to be offered in the 1959 Summer Session of the University of Southern California.

91. **France**, a 24-page booklet, in color, with its charming cover and inside illustrations by well-known French artists, as well as beautiful photographs, contains much helpful information on what to see and look for in various regions of France. Included will be information on Eurailpass, the one ticket that is good for two months of unlimited railroad travel in 13 European countries. (French National Railroads)

106. **Full-color picture folder**, complete with an 11 x 17-inch Washington map all marked off in 50-mile (one hour's driving time) blocks. (Washington State Dept. of Commerce)

109. **Bulletin.** Complete details covering both graduate and undergraduate offerings—more than 1000 courses, special workshops and institutes—lectures, concerts, many recreational opportunities. (University of Minnesota, Minneapolis)

125. **Poison Ivy Posters** for Classroom display—11" x 14" in color illustrating and describing Poison Ivy, Oak and Sumac. Also miniatures for distribution to pupils. (Ivy-Dry Corporation)

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Newspapers

(Continued from Page 13)

excursions and merit badges. Perhaps reporters find out the number of Eagle Scouts in school or cover activities of the local boys who took over the duties of the mayor and aldermen on St. Louis' Annual Scout Citizenship Day.

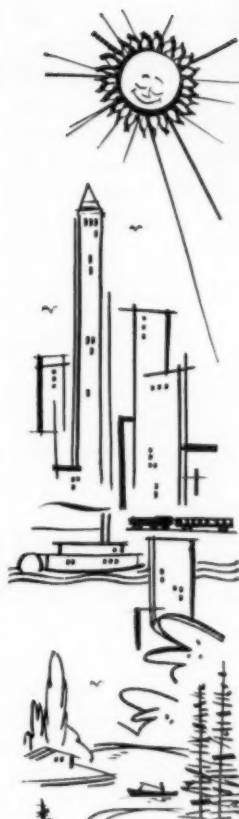
Interested in local history, energetic feature writers rummage through archives or interview old residents to discover that the campus was once a golf course or that a favorite math teacher is now teaching a second generation. Teachers' "private lives"—what faculty members did in college or how many children they have today—prove never-ending sources of curiosity.

National events capture the fancy of the junior journalist. Sponsors have encouraged numerous stories on Sputnik and Mutt-nik, Russian education, voting age, teenage atom-smashers and the like—aware, of course, that such stories frequently involve considerable research.

Other fertile ground can be explored. Since few junior high schools support literary magazines, the newspaper can include shorter creative material, especially essay and verse, submitted by English classes.

Other content ideas include word games, examination boners, seasonal stories, columns on health and beauty, fads and fashions, and reviews of books, movies, records, and TV programs—to say nothing of polls of hours spent on homework, with or without the soothing influence of that controversial contraption.

Since junior high papers generally exclude coverage of senior varsity events, more sports features are necessary to supplement stories of boys' and girls' intramurals and ninth grade varsity teams. Question and answer polls on sports terms, histories of little-known games like curling, interviews with



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sports stars or officials, and of course "shower room small talk" prove popular.

Community View

It seems to me most high school papers confine themselves rather strictly to their own walls, even though looking to the community pays high dividends. It's easy to gain interviews with local celebrities. One paper carried interviews with Washington University educators and leading St. Louis journalists, architects, artists, doctors, and engineers—all talking on subjects of *junior* high interest. Names like Missouri's Governor James T. Blair, Jr., Hollywood actress Natalie Wood, and St. Louis favorites, Ed Wilson and Russ David—all of whom have obliged with interviews—of course make news!

Usually young writers interview the principal and/or the superintendent before each issue. Cooperative administrators even schedule important school events like student elections, to furnish that precious "scoop." As a newspaper becomes established, faculty members offer tips on stories, help build "paper prestige," and kindle student interest by "plugging" stories that tie in with classroom study.

When I was sponsoring a junior high paper, never once did administrator, community leader, teacher or parent refuse a student interview. To the contrary, these busy people went far beyond the normal courtesies, frequently conducting reporters on tours of their respective plants, and invariably requesting copies of the printed story.

Like any other newspaper, a junior high publication must maintain a live editorial policy—a policy not dictated by administrators or advisors, not developed haphazard by 14-year-old staff members alone, but determined by all three working together in full recognition of the principles of scholastic journalism as a constructive student endeavor.

Broad Policy

Student editors recognized our policy in terms like these:

1. To report all aspects of the school news, academic as well as extra-curricular, striving for varied coverage of *junior* high interests.
2. To work closely with the Student Council to stimulate and promote constructive school spirit by providing strong student leadership and a forum for carefully thought out student opinion.
3. To bring to each reader an increased "sense of belonging."
4. To recognize the distinction between accurate objective reporting and editorializing.

Most faculty members recognize this policy, and some see in the publication of a junior high newspaper two by-products. One, a school paper can provide additional training in English for capable students; and two, the publication can serve as an instrument of public relations.

Journalism in its relationship to English becomes a discussion in itself. Let it suffice for now to point out that staff members sometimes confess to learning more composition in the newspaper period than in English class; parents often agree. Should the claim sound extravagant, I suggest that sustained practice in purposeful writing over a one or two year period can hardly fail to increase student skills in communication.

The other inescapable by-product is the oft-repeated concept of public relations. Some junior high papers go "all out"—interviewing Board members, explaining in student terms tax levies and bond issues, covering Board meetings applicable to junior high situations, and attempting interpretation of curriculum in so far as feasible. Other schools leave these matters in the hands of central office public relations and the district publication.

Whether "P.R." is approached directly or indirectly, the public is involved. Parents and advertisers

do read the school paper and form impressions from its content. How then can we as teachers and journalism sponsors accomplish the most? How can we help refute the unjust charges so frequently hurled against the schools? How can we help gain the increased good will and public confidence necessary to

bring about needed improvements in education?

Shall we simply scream for higher pay or shall we *demonstrate* in black and white, not just at school election time, but week in and week out throughout the school year, the job the junior high can really do!

Elementary Principals Schedule Conference

April 12-14



Edward Gilbert
President



Evan L. Wright
Vice-President



Paul G. Fleeman
Sec.-Treas.

"Developing the Competencies of the Elementary Principal in Organizing the Staff for Problem Solving" is the theme of the spring conference of the Department of Elementary School Principals, MSTA, scheduled for April 12-14 in Columbia.

Keynote address for the conference will be given by Dr. Marcella Lawler, Columbia University Teachers College.

The conference will begin at 7:30 p.m., Sunday, April 12, with an executive committee meeting in the MSTA building. The Policies and Plans Committee and the Nominating Committee will meet at 8 p.m.

Registration will continue from 9 a.m. to 3 p.m. Monday, April 13. A briefing for all program personnel will be held from 11 a.m. to noon.

The conference's first session will feature discussion groups. The areas of discussion will include:

Working With Individual Teachers on Specific Problems,

Working on Problems Through Building Staff Meetings,

Identifying Problems and Attacking Problems,

Working With Small Groups for

Maximum Productivity, and

Organizing the Staff for Curriculum Development.

Monday night will be highlighted by a dinner from 6:30 to 8 o'clock and a fellowship hour will begin at 8:30 p.m. at the MSTA building.

Tuesday's activities will begin with a business meeting from 9 a.m. to 10 a.m. A second session for discussion groups will start at 10 and will continue until 11:30.

Dr. Lawler will summarize points covered at the meeting during a talk at a noon luncheon, which ends the conference.

Enrichment

(Continued from Page 25)

of doing better than that. She is placed in the extended work class this year in order to challenge her to work harder and learn more.

The new enrichment and primary unit programs originated with elementary teachers, principals and administrators of the University City public school system. Those responsible for the program emphasize it is an experiment and the effectiveness is yet to be evaluated.

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AMERICAN
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SOCIETY



LEGISLATION

(Continued from Page 14)

committee of the General Assembly, is on the Senate calendar for final passage.

Senate Bill No. 175, providing that school districts and other political subdivisions may cooperate in the provision of recreational facilities and services, is on the Senate calendar for perfection.

New Bills

House Bill No. 318, introduced by Representative Hearn, harmonizing the provision on state high school tuition with the school foundation program and providing for the inclusion of interest, debt service and current building in tuition costs, is on the House calendar for perfection.

House Bill No. 323, introduced by Representative Hunsucker and others, providing teacher tenure in Kansas City school district, is in the House Public Schools Committee.

House Bill No. 338, introduced by Representative Mann and others, providing that in any county in which the school districts are completely reorganized, upon petition of one per cent of the voters it may be determined at the next general election whether or not the office of county superintendent of schools shall be discontinued, is on the House calendar for perfection.

House Bill No. 367, introduced by Representative Frost, relating to the issuance of revenue bonds of state educational institutions of the state of Missouri, is in the House Committee on Universities, School of Mines and State Colleges.

House Bill No. 369, introduced by Representatives Messick and Baltz, abolishing the office of county superintendent in counties having no common school districts, is in the House Education Committee.

House Bill No. 373, introduced by Representative Martin and others, providing for the regulation of independent business

schools, is in the House Judiciary Committee.

House Bill No. 388, introduced by Representative Young (St. Louis Co.) and others, permitting St. Louis County by a vote of the people to levy a 2 cent cigarette tax for the purpose of equalizing school funds between districts in the county, is in the House Public Schools Committee.

House Bill No. 453, introduced by Representative Ewald, provides that if a proposed increase in the rate of taxation for school purposes is defeated, the existing rate shall continue until changed by a subsequent election.

House Bill No. 463, introduced by Representative Sally, provides that a school bus designed for 10 passengers or less is not required to have a mechanical signalling device.

House Bill No. 466, introduced by Representative Young (Jasper), providing that the board of education of any school district may require pupils to receive immunizing treatment against poliomyelitis as a prerequisite to attendance at school, is in the House Education Committee.

House Bill No. 480, introduced by Representatives Couch and Garrett, provides for a one-cent increase in the state sales tax with one-half cent earmarked for schools and one-half cent for old age assistance.

House Bill No. 497, introduced by Representatives Young (Howard) and Young (Jasper), establishing a State Commission on Higher Education, is in the House Universities, School of Mines, and State Colleges Committee.

House Bill No. 517, introduced by Representative Young (Howard), abolishes the board of visitors of the state university.

House Bill No. 519, introduced by Representative Young (Howard), provides for the submission of plans of school district reorganization to the State Board of Education by petition of not less

than 100 voters residing in each proposed district.

House Bill No. 521, introduced by Representative Geary, adds Labor Day, November 11, January 1 and May thirtieth to the days that may be observed as school holidays.

House Bill No. 522, introduced by Representative Estep and others, provides for the inspection of public school buildings with respect to fire safety by city or county superintendent of schools.

House Bill 529, introduced by Representative Ewing, requires that publication in a newspaper shall be used in lieu of posting of public notice as required by law.

House Bill No. 569, introduced

by Representatives Hunsucker and Snyder, would permit the establishment of a junior college district in Jackson county exclusive of Kansas City.

House Joint Resolution No. 17, introduced by Representative Young (St. Louis Co.) and others, submitting to the voters an amendment to the Constitution providing that household goods may be excluded from taxation, is in the House Constitutional Amendments Committee.

House Joint Resolution No. 19, introduced by Representatives Kostron and Lavin, submitting to the voters an amendment to the Constitution extending from two to four years the period for which a school levy may be voted by majority vote in St. Louis, is in House Constitutional Amendments Committee.

House Joint Resolution No. 20, introduced by Representatives Lavin and Kostron, submitting to the voters an amendment to the Constitution removing from the Constitution the exception that provides a tax rate for schools of 89c in St. Louis, is in the House Constitutional Amendments Committee.

Senate Bill No. 205, introduced by Senator Brancato, exempting cities of 400,000 inhabitants or more from the provision that traffic stops for a school bus receiving or discharging school children and removing the sub-section relative to visibility of at least 300 feet, is in the Senate Roads and Highways Committee.

Senate Bill No. 207, introduced by Senator Keating and others, relating to the school election in Kansas City, is on the Senate calendar for perfection.

Senate Bill No. 224, introduced by Senator Cox, allowing women teachers with thirty years or more creditable service to retire at age 62 with full benefits, is in the Senate Education Committee.

Senate Bill No. 277, introduced by Senator Blackwell, relates to the board of arbitration in charge of district boundaries.

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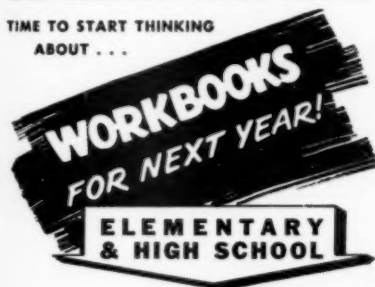
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EDITORIAL



The \$26,000,000 Question

Do you personally know that your members in the General Assembly have been so thoroughly informed regarding Senate Bill No. 166 that they can consistently vote for it and work for its passage and financing? *If not, why not?*

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**When a boy asks
"WHY?"
...anything can happen!**

This scene can be duplicated thousands of times throughout the country. And as long as it goes on, America can be sure of continued progress. Here Bob Hansen (left) and two friends explore the mechanical wonders of an engine (1933 model). The two other boys are Tony Riccardi (center) and Bill Hess. They are all students at Niles Township High School, Skokie, Illinois.

Ever since Bob Hansen was old enough to hold a wrench, he has been tinkering with machines. Next year his repair shop on his driveway at home will disappear because Bob, an honor student, is going to college to study engineering.

Bob is one of thousands of American boys with a restless curiosity about things mechanical. What makes a clock tick? What makes a bicycle brake hold? What makes a car run? From such curiosity comes the mechanical progress that has helped to make America great.

In Standard Oil's big automotive laboratory in the research center at Whiting, Indiana, engineers are going through a similar process every day—asking questions and finding answers. How do fuel additives affect combustion? How do they affect engine deposits? How do burning rates differ?

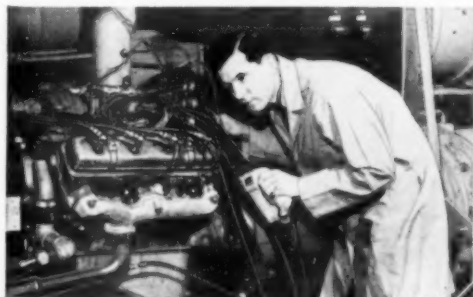
And the questions continue outdoors, too. In all kinds of weather—hot, cold, wet, dry, low barometer, high barometer—different blends of

gasoline are tried to see what happens under what conditions. Fuels are designed in the laboratories for experimental engines that won't appear in an automobile for five years. Standard Oil products are under constant improvement to give the finest performance possible. You get years-ahead quality with Standard Oil products—and at a reasonable cost.

Where does progress start? Does it start on the private driveway of a boy's home or in a huge research laboratory? Progress starts whenever someone asks "Why?" and sets out to find an answer.

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The efficiency of gasoline and lubricants is improved constantly in Standard Oil's huge automotive laboratory in Whiting, Indiana. Here fuels are designed, too, for automobiles that will not be on the street until five years from now. Robert W. Boydston, above, is working on a "fuels of the future" experiment.

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